

# SALTUS

Saltus Magazine | Spring 2022



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# The Portrait of a Graduate

**T**his issue of *Saltus Magazine* will bring you up-to-speed on all the highlights and news from this extraordinary year at Saltus. We're also taking this opportunity to explore in-depth, what we see when we look at a Saltus Graduate.

Creating a portrait of a Saltus Graduate is no easy task. We're not talking about the generic idea behind the phrase; we're saying something very specific about a concept unique to the Saltus experience that manifests in our vision for the future lives of the students we educate.

It's a purposeful process to envision an outcome like this. When we ask ourselves, 'what do we really want the graduates from the Saltus programme to possess?' we're putting focus around the priorities for the programme itself. What is it that we're trying to accomplish specifically? It's not enough to declare that you've developed a cutting-edge curriculum that stands up to the best in the world. But what are the true learning goals for our students? What traits will they need, beyond the great STEM scores, Advanced Placement victories and SAT standings to inspire a global perspective? Of course, our mandate is to ensure that they're academically equipped, but what about the rest of the 'stuff' they'll need for success as they move on in their lives?

We've been putting in a lot of time on this issue to gather the research, engage in lively debate, and ultimately determine the traits we wish to instill in a Saltus Graduate. Our next steps are to put into place identifiable and quantifiable goalposts against which we can measure our progress. It's a vital part of the process of education. This kind of thinking transcends traditional measurements like grades, test scores and university placements – all very important markers to be sure. This exercise gets at the heart of the key programme outcomes that are more nuanced and, by definition, more difficult to define.



Deryn Lavell

It's also a valuable way for us to stay focused on what is truly important to our Saltus students. All of the faculty from Foundation Year on, are versed in a unified vision and know what part they play in achieving these goals set out at every level of a child's development. A statement that paints a portrait of the Saltus Graduate gives us the blueprint for a seamless, integrated programme that builds upon itself throughout a student's academic career at Saltus.

In this issue you'll learn more about our vision and what each characteristic of a Saltus Grad means, why we've landed on these specifically, and how they will empower our students throughout their time at Saltus and beyond.

This will also be my final message for the *Saltus Magazine* as my time as Head of School comes to a close in 2022. It has been nothing short of a remarkable, life-changing opportunity for me and my husband Steve, (who feels as connected to the Saltus community and students as I). We have loved every minute, even with all the challenges,

the changes – both planned and unexpected. We will miss it all, especially this community of students and families who have brought so much warmth, hospitality, friendship and joy to our lives. Bermuda is indeed a wondrous place and it's been an honour to live among you, work with you and make the friendships I know we will have for a lifetime.

Saltus is on a strong and flourishing path with an exceptional faculty, a Board of Trustees whose strength, commitment and unflagging loyalty has been foundational to our success, and a staff of true professionals who bring their best to their jobs every day. I'll miss all of you and I thank you for the opportunity to have been part of your community these past five years.

Until we meet again,

**Deryn Lavell**  
*Head of School*



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Stay up to date on the latest happenings at Saltus. Connect, follow and have a conversation with us.



Saltus Grammar School



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## SALTUS

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### Saltus Magazine | Spring 2022

#### MAGAZINE PRODUCTION

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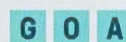
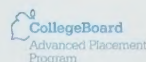
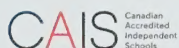
Island Press

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P.O. Box HM 2224  
Hamilton, Bermuda HM JX  
[www.saltus.bm](http://www.saltus.bm)

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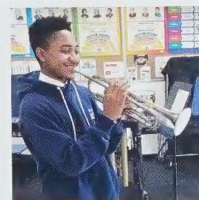
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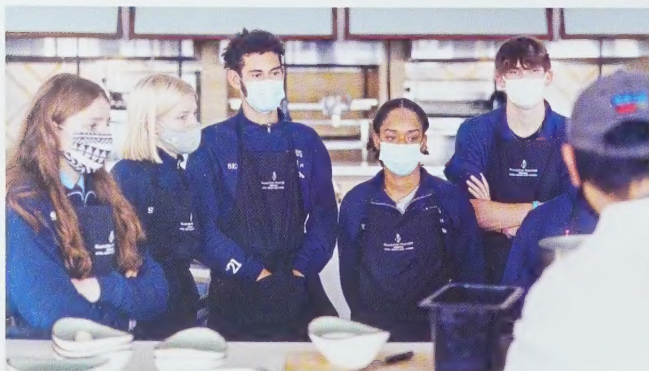








# OFF CAMPUS





# Welcome!

**S**altus is pleased to welcome **Julie Rousseau** as the new Head of School. Julie will start in the summer of 2022, pending immigration approval.

Born to French Canadian parents, Julie grew up in the Eastern Townships of Quebec, Canada. The youngest of a family of four, Julie learned to speak English as she moved through the English public school system in Quebec. Her love of sports transitioned quickly into a passion for basketball. Julie believes her leadership skills and love for teamwork grew as she became a member of the Provincial and National teams early on in her career. Her passion and dedication for basketball and her studies earned her several entrance scholarships into the Education programme at McGill University in 1987. There she completed a double major in Education; Physical Ed and Teaching English as a second language.

After completing her Bachelor in Education at McGill University, Julie moved from Montreal to British Columbia in 1990, where she landed her first teaching position, in British Columbia. Julie has been a passionate educator for the past 31 years. Proud of

her French-Canadian heritage, Julie's journey in education began with 15 years of teaching at various grade levels (K–12) in the French Immersion programme in both the Mission and Abbotsford Public School system in British Columbia. Along the way, Julie became the proud mother of two children Sarah (29) and Mitchell (27) who continue to be her pride and joy.

In 2006, Julie took on the role of District Principal of Modern Languages in the Abbotsford School District. In this role, she worked closely with teachers and administrators in the area of second language curriculum development, teacher mentorship and the implementation of professional learning communities. Following the completion of her Masters in Education in Leadership, she transitioned into the world of school-based administration.

After several years as a Secondary Principal, Julie returned to district level administration and served as Director of Instruction for the Abbotsford School District, B.C. In 2015, Julie transitioned into the Independent School system and became the Assistant Head at York House School. Since 2017, Julie has been the Head at York House School, one of the top independent schools for girls (K–12)

in Canada. Julie believes in empowering teachers to make student learning meaningful, engaging and relevant.

A relationship builder, she enjoys getting to know students, parents and staff and truly looks forward to embracing the Bermudian culture. In every position she has held, either as a teacher or an administrator, Julie has always believed that *"People may not always remember what you said or what you did but they will always remember how you made them feel"* (Maya Angelou). She loves getting to know her school community and opportunities to support students, faculty and staff.

Julie and her spouse Jurek are passionate about the outdoors. They enjoy cycling, swimming, golfing and taking "Mushy", their caramel-coloured poodle, out for long walks. They truly look forward to exploring the beautiful landscape that Bermuda has to offer but mostly they look forward to getting to know their new Saltus community. ●

Be sure to follow Saltus on social media as we will be sharing photos of when Julie comes to visit in March!



Jurek Maligranda and Julie Rousseau





**Leadership Team**

Front Row (L-R): Nicole Chichon-De Silva, Deryn Lavell, Jon Beard  
Back Row (L-R): Christianna Dakin, Cynthia Hassell, Amanda Skinner, James Anthony, Denise McAdoo, Paull Davis, Jeanne Bean, Ann Paynter, Crystal Edwards



**HOUSE & CLASS  
COMPETITIONS**

Stay tuned for more  
information on  
**SALTUS HOUSE MATCH**  
and the  
**HIT FOR SIX CHALLENGE**

**GIVING WEEK**  
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# Why *Soft Skills* Aren't Soft Anymore



## Portrait of a Saltus Graduate

BY SHARON GREGG AND DERYN LAVELL

All schools say they want to inspire, or rather less humbly; create future leaders. How you get there is a complex process, an alchemy of relevant academic programmes, highly skilled teachers, and masterfully designed curricula. But even with all of that in place, there remain key elements of a truly rounded education that are equally important. Historically dismissed as 'soft' skills and sidelined as hoped-for outcomes, a programme that includes character education as an intentional, measurable and integrated part of the total educational experience is today, the gold standard.

Since 2020, a team of students and faculty at Saltus have been tasked with creating the 'Portrait of a Saltus Graduate.' This project has led to the definition of five key attributes that are fully aligned with our mission and vision and are interwoven into our programme.





“The Portrait of a Saltus Graduate is a manifesto of our vision for each student as they complete their education at Saltus. It is designed to encapsulate the most vital aspects of a mindset that is primed for success, making them the leaders who will close that skills gap and thrive in the workforce of the future.”

Deryn Lavell, Head of School

### A Saltus Graduate is a Global Citizen

A **global citizen** who embraces the diversity of culture, language, and values within their local and wider community and whose curiosity empowers them to make a positive impact.

At Saltus we've been devoting time, energy and resources to delivering a complete programme, and creating an integrated curriculum that builds, like a skyscraper, from a solid foundation through each additional floor that rests on the strength and design of the floors beneath.

As our students progress through each of these phases, all of which are aligned to their developmental stage, they are building connections. They are learning how this subject at this grade level connects to the previous and to other subject areas allowing for deeper knowledge and the ability to see the whole picture. Learning this way gives them a broader, more nuanced view of the world and enables them to draw on a rich multitude of resources to tackle a problem or consider world events.

Being a global citizen at Saltus means being able to see the world through a multiplicity of viewpoints.

### A Saltus Graduate is a Skillful Communicator

A **skillful communicator** who is empathetic, listens actively, speaks purposefully and creates meaningful connections.

Communication is a key component in building leadership skills that translate into 'real world' interactions. What does it mean to possess leadership skills and why are they important to professional and personal success?

Any exploration of contemporary concepts of leadership begins and ends with a collection of character traits. Success today, no matter how technically skilled one may be, relies on skills that were not traditionally thought of as a priority for schools. No longer can we measure academic success solely in terms of grades and test scores.

One who might be said to possess what we commonly think of as leadership traits – strong and persuasive personality; ability and desire to motivate people; fearlessness and decisiveness – will be less effective if they don't know how to skillfully communicate, listening to and working with others. LinkedIn found that the ability to communicate is most predictive of its members getting hired, followed by “organisation, capacity for teamwork, punctuality, critical thinking, social savvy, creativity, and adaptability.”

### A Saltus Graduate is Persistent

**Persistent** in the face of adversity, showing strength and perseverance in order to achieve their goals.

Skills development in school should not be seen as a binary choice between calculus and character. One might say there are no hard and soft skills – just relevant skills that are equally important and equally weighted in the context of a complete academic programme. The notion that a student just picks up these other traits through the natural process of participating in sports, joining clubs, maturing among their peer groups and other such activities, is misleading at best. It's not surprising that these used to be called 'extra-curriculars' because they were seen to be the icing on the cake and not essential ingredients. 'Stick with the three Rs and we'll be fine,' went the thinking. 'What will a bunch of art, theatre or gymnastics have to do with my child's career?'

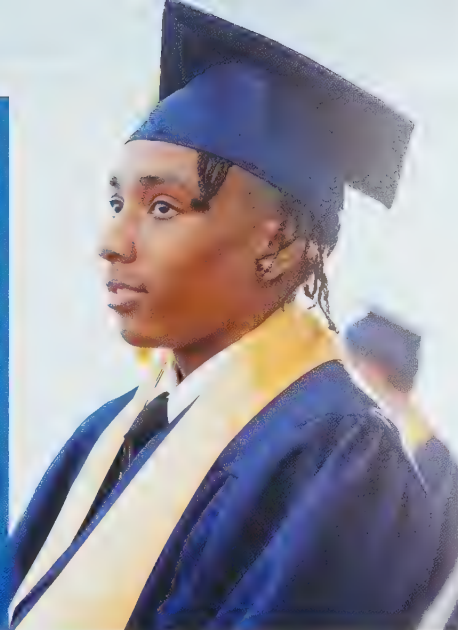
The persistent pursuit of defined goals starts with a student's ability to explore the world around them. Saltus aims to provide the diversity of opportunity to guide each individual towards their own defined goals. An example of this in action is our Senior students and the implementation of their Big Ideas.



The University of Cincinnati recently compiled a Top 10 list of the so-called soft skills that employers are prioritising.

1. Dependability/Reliability
2. Motivation/Initiative
3. Communication Skills
4. Commitment
5. Creativity
6. Flexibility
7. Problem Solving
8. Teamwork
9. Leadership
10. Time Management

Source: University of Cincinnati



### A Saltus Graduate is an Adaptable and Flexible Learner

An **adaptable and flexible learner** who thinks creatively, seeks and considers multiple viewpoints, and is equipped to approach complex problems confidently.

### A Saltus Graduate is a Critical Thinker

A **critical thinker** whose intellectual curiosity prepares them to navigate a fast paced, ever changing world.

Thankfully, we've moved beyond the narrow view of education in a traditional classroom setting and have seen not only that a balance of programmatic elements is required, but the seamless integration of them is what molds a growing child's overall abilities, those which include leadership skills, an ethical mindset, a worldview, compassion, empathy, and confidence, as well as making them top candidates for elite post-secondary schools.

The work that has been done by teachers to develop our Saltus curriculum ensures that students are familiar with learning outside of the classroom. Studying the marine life on Burt Island while participating in our Sustainable Islands Partnership with Waterstart in Bermuda and our new partnership with Global Online Academy (GOA) which allows our students to learn with peers from around the world, are some examples of the work Saltus is doing to create adaptable learners and widen our students' frame of reference.

As psychologist and author Steven Pinker put it, "Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist."

Vital to all of that connective tissue is the development of character traits which unlock a students' ability to engage in this way of learning. These traits can also mean the difference between success and failure in the workplace.

All of these attributes are aligned with research that reveals the most sought-after skills among post-secondary institutions and employers, a list that is surprisingly consistent across all fields of study and professional endeavours. *Thoughtful Learning*, a group of educators, writers, researchers and designers, noted that the key 21st Century learning skills are captured by the 4 Cs: critical thinking, creative thinking, communicating and collaborating.

That these traits are highly valued by employers and rank in equal importance to the usual resume of education, technical skills, and experience, is evidence of the role they must play in the learning outcomes for schools. A survey by the recruitment firm CareerBuilder found that 77% of surveyed employers rate soft skills as being of equal importance to cognitive skills (e.g., reading, mathematics, science).

The process of embedding desired character traits starts with defining them. Nailing down a specific set of criteria based on a growing body of research is the crucial first step. Next is quite simply, building awareness. Becoming aware of the importance of developing these traits, being mindful of their cultivation as we go about our days, having the tools to examine and reflect on how we're thinking about the tasks at hand are necessary steps in the process. Underpinning all of this is establishing a curriculum and pedagogy that links the hard and soft skills together in an intentional way that is appropriate to each stage of a student's development, from Foundation Year right through to graduation day.

Saltus students can take pride in the Portrait of a Saltus Graduate because it is aspirational. It is who they want to become. Holding that profile out there as something to strive for puts language and solid form to their ambitions for their own success. For teachers, it is a touchstone, a constant reminder that they're teaching more than just math – they're reaching beyond the books and guiding their students to become the best versions of themselves. Parents can carry on this mission at home, being conscious of our collective objectives and appreciating their importance for the future success of their children.

The **Saltus Difference** is an orchestrated approach to guide students through a coordinated progression of learning from Foundation Year to the end of high school. The result is a graduate with academic skills, knowledge and expertise; intellectual curiosity; academic and social confidence; and the maturity to tackle challenges, rebound from setbacks and recognise the value of teamwork and mutual respect. ●



# BIG IDEA

Throughout the school year, groups of SGY1 and SGY2 students meet every Thursday to discuss, develop and execute their Big Ideas. Below you will find the Big Ideas that the prefects are working to achieve this year:

## Academic

To organise interactive student workshops with representatives for most job types in Bermuda. If COVID permits, students that are further interested will have the opportunity to spend a day shadowing someone from their desired profession to further develop their knowledge and overall create a better prepared and focused student body.

## Communication

To take a look at the Saltus website and assist with updating information, improving navigation, and making it easier for prospective students to find information about the school. Our goal is to help ensure that Saltus is showcased in the best possible light.

## Community Service

To allow the student body to get involved in their community despite the challenges brought

about by the COVID-19 pandemic. Our Big Ideas include: painting a community mural; building blue-bird boxes for our campus/public parks; and delivering flowers to the elderly during the holidays.

## Diversity

To expand students' views regarding diversity by educating them on different cultures and working to debunk social norms.

## Global Key

To create an online form that can be sent to prospective parents and students following a tour with some quick questions that can help us improve the experience. We also want to implement some virtual open houses using Zoom and Google Slides: we'll create presentations for the different departments and present them to prospective parents through Zoom calls in which we will "tour" the school.

## Library

To organise the books we have and purchase new books that we need for the new library next year. We are working to make sure the new 'learning commons' will be an inviting space where students can relax, read or spend time studying/doing homework. We hope to start some new activities in the library over the next year/years, such as a book club or 'Reading Buddies' with younger students.

## Performing Arts

To promote the Performing Arts Department and increase interest in music and drama, especially in the younger years. COVID permitting, we'd also love to establish drama/music related groups in which students can actually engage in a form of performing arts but on a smaller scale, with less pressure.

## Sports

To introduce new and old sports into our inter-house events in an effort to involve more students. Also, we want to make sure that everyone knows about the events going on to increase school spirit throughout the entire school.

## Student Life

To support a fun environment at Saltus for students. One of our Big Ideas is to continue with painting parking spots to allow creativity, individuality and be something fun for the SGYs/Year 11s to do together. We also are hoping to host a Homecoming for the SGY1s and SGY2s.

## Sustainability

To have more frequent beach clean-ups and introduce an art competition from the materials collected at these clean-ups. We are also hoping to work with Waterstart to try and improve the Sustainable Island known as Burt Island.

## Wellness

To introduce a few activities where students can spend a little bit of time lowering their stress levels and doing something to improve their health. We hope to have a combination of both indoor and outdoor activities.

## Yearbook

To increase student involvement in the design and content of the yearbook. Surveys will be sent out to the student body by the end of the spring term to ask advisories how they would like their pages to look.

**"Leading in a time of challenge takes a lot of patience, drive and consistency. We believe that the value of consistency in leadership is most important in a time of distress because it creates some sort of norm which brings people peace."**

Head Prefects – Alyssa De Silva and Vincent Darrell

Front Row (L-R): Alison Burns, Kathleen Stevenson, Robin Dunleavy, Olivia Dunleavy, Kaylah Stamper, Gabriela Furr, Emily Cabral, Nia Rynne, Jade Johnston, Cassandra Mello, Hailey Young, Vincent Darrell, Middle Row (L-R): Charlotte Slayton, Rebecca Davidson, Clark Jeffrey, Alexis Lodge, Simone Sadeh, Meron Simons, Alyssa De Silva, Sarae Botelho, Jerzi Riley, Kyle Cash, William Rossiter, Back Row (L-R): Alexander Zuill, Christopher Adderley, Ethan Pimental, Cody Robinson, Jake Dunleavy, Jaielyn Boddington, Sancho Smith, Christopher Skinner, Nicholas Froud, Raphael Rudolf, Samuel Webl



**Head Prefects**  
Alyssa De Silva  
Vincent Darrell



## Foundation Year to SGY2

Saltus is proud to highlight the class of students who started from Foundation Year (FY) to graduate in 2022 – known as 'Lifers.'



Christopher  
Adderley



Lucas  
Adderley



Annabelle  
Black



Alison  
Burns



Kyle  
Cash



Gareth  
Cooper



Thomas  
Davidson



Alyssa  
De Silva



Jake  
Dunleavy



Olivia  
Dunleavy



Robin  
Dunleavy



Nicholas  
Froud



Gabriela  
Furr



Sierra  
Hallal-Woodley



Clark  
Jeffrey



Noah  
King



Steven  
Manderson



Cassandra  
Mello



Tiago  
Rebelo



Cody  
Robinson



William  
Rossiter



Simone  
Sadeh



Christopher  
Skinner



Kathleen  
Stevenson



Samuel  
Webel



Alexander  
Zuill



# Bermuda Becomes the Classroom

**Sustainable Islands Partnership  
becomes a reality for Saltus students**



**Burt Island** is a beautiful 8-acre island located in the Great Sound and is the home to the Waterstart Program. Waterstart is a Bermuda registered charity whose mission is to promote environmental awareness and personal growth through hands-on educational opportunities in natural environments. JP Skinner, Director and Founder of Waterstart shared, "it is something I fell in love with as a teenager, and it seems today that it is harder and harder to get teenagers outdoors in a safe way...We want to work with students and empower them to be part of the solution."

Saltus recognises that learning occurs both inside and outside of the classroom. In order to promote enriching, hands on learning activities Saltus and Waterstart







Saltus students have helped to create a nursery that includes citrus trees, pineapple plants, herbs and much more.

launched a joint venture called the **Sustainable Islands Partnership** in September 2021, which is designed to provide opportunities for students to implement real world projects that are authentic and meaningful. This flagship programme provides a curriculum delivered by Saltus and Waterstart that includes multi-disciplinary projects and project-based learning opportunities at the Senior School level, outside of the classroom environment on both Burt Island and Saltus Island. Key areas of study include (but is not limited to): marine science, oceanography, geography, chemistry, history, biology, agriculture, robotics and design technology.

Burt Island currently offers students the opportunity to be involved in many

sustainability and restoration projects led by Phoebe Barboza, the Research and Operations Manager for Waterstart. These include:

- Woodland restoration through planting native and endemic Bermuda species such as Bermuda cedar, palmetto, and olive wood,
- Organic gardening to promote food security and sustainability,
- Design and study of a shellfish restoration project involving 3D Farming,
- Data collection used towards the preservation and monitoring of habitats and populations of turtles, shellfish and fish.

Combined with our Saltus vision *‘To inspire our students to lead us to a more just, fair, and sustainable world’* this partnership provides both tools and

an environment for students to develop the critical thinking and practical application skills of young people in an inclusive community that models and develops sustainable practices and stimulates environmental awareness.

JP Skinner stated that he is “delighted to launch this programme with Saltus as it will give the students regular access to Waterstart’s resources and serve as a platform to enrich their learning experiences by immersion in nature.” Jodie Walters, Sustainable Island Coordinator at Saltus, stated that “the partnership between Waterstart and Saltus offers an exciting opportunity to extend cross curricular, inquiry-based curriculum to our Senior School students.”







**Saltus Island** is a pleasant green island of 3.19 acres in Hamilton Harbour's Soncy Bay. There have always been concerns about the amount of invasive plant species (mainly casuarina trees) that can be found on the island. In 2002, after Saltus' Head of Geography was approached, a project to clear the invasive species was launched by the Bermuda National Trust and Saltus Grammar School. The island has been maintained by Saltus students and staff since then. The project has passed through many hands and now Humanities teacher, Lorne Nannini is proudly the Saltus Island Coordinator.

Every school year, students have the opportunity to go onto the island to participate in a number of tasks that include:

- Clearing invasive plant species (such as Mexican pepper and casuarinas),
- Planting endemic or native species,
- Carrying out botanical, geographical and scientific surveys.

Since the first Bermuda cedar tree was planted back in 2002, the population of casuarinas has been depleted and there are virtually no casuarinas on the island. "Bermuda cedars continue to flourish today" says Lorne Nannini, "the island is more reflective of what it would have looked like before the invasive species were introduced to Bermuda and we

now have an opportunity to collect data regarding growth and propagation."

Between liaising with the Waterstart staff at Burt Island and the work done by Saltus staff and students, Lorne Nannini expresses that the "ultimate goal at Saltus Island is to recreate Bermuda's natural habitat and 100% eradicate non-endemic species."

The project has helped generations of Saltus students not only learn about ecology and have a hands-on approach to learning, but it has also helped the Island's ecosystem thrive. Recently Saltus was approached by the Department of Environment and Natural Resources to help release the Bermuda endemic snail on Saltus Island, which is believed to have been wiped out in Bermuda over 40 years ago. Students will be involved in tracking the success of the snail's repopulation.

Even when students are on campus,

the opportunity to support the Saltus Islands Partnership are growing every day. This year, various departments at the school, including Design Technology, the Science Department and the Facilities team, have banded together to create a 'Saltus Garden.' This was an initiative started by the 'Making Generations Better' (MGB) group of students. The designated garden space is used to grow native and endemic plants prior to transplanting them to either Saltus Island or Burt Island. Student initiatives have included testing the pH levels in the soil, building the planters, and planting/growing vegetables and cedar trees.

The opportunities for our students to learn outdoors are endless. Students truly benefit from a hands-on learning experience and to be able to use our beautiful surroundings as a classroom is a true privilege! ●

**"As a Co-Sustainability Prefect at Saltus, my main goal is to spread awareness and encourage practices that are beneficial to the environment. The Sustainable Islands Partnership is an exciting new experience for all students and in my recent visit to Burt Island, we investigated marine environments, cleared invasive species and assisted in sustainable farming."**

Kyle Cash '22



# Report on Philanthropy

2020–21 Annual Report

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**SALTUS**  
Prepare to meet the world.





# Saltus Overview

## Strategic Plan

Saltus believes that students are the key to a better future. Our Strategic Plan – *The Key* – was released in 2018 and comprises four pillars:

**Community** – to be the first choice for top faculty and all deserving students

**Programme** – to assert our place among the world's leaders in education

**Image** – to establish an international reputation for innovation and excellence

**Stability** – to build a solid and stable resource platform

Our community and our curriculum are engaged with the world beyond, which will ensure that our students are prepared for global challenges. Saltus is prepared to meet the future with a clear vision, a thoughtful approach to tackling challenges and the determination to take our place among the world's top schools.

## Mission

To inspire a passion for learning and independent thinking through a commitment to academic excellence, personal integrity and service to others.

## Vision

Inspiring students to lead us to a more just, fair and sustainable world.

## History & Diversity

Saltus Grammar School was founded in 1888 thanks to a generous gift from Samuel Saltus who bequeathed the funds for the building of a boys' school in Bermuda. In 1966, post-desegregation in Bermuda, Saltus widened its mandate for diversity and became a multi-racial private school. In the 1990s, Saltus became fully co-educational. The result has been that students enjoy a diverse, real-world learning environment that elevates all.

## Accreditation & Membership

AP CAPSTONE School

Bermuda Educators Council

Canadian Accredited Independent Schools (CAIS)

Canadian Council for the Advancement of Education (CCAEE)

College Board Authorised Advanced Placement Course Provider

Council for Advancement and Support of Education (CASE)

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# Portrait of a Graduate

**T**his edition of *Saltus Magazine* highlights the evolution of the Saltus curriculum since the inception of our strategic plan – *The Key* – in 2018. I am pleased to say that the plan has served us well over the last four years and the Board of Trustees is in full support of maintaining the strategic direction via a revitalised plan in 2022. The slow and steady return of consumer confidence and the adaptability of Bermuda and the Saltus Community as we all learn to navigate in today's world offer hope and opportunity as we move into the next phase of our School's future.

The most significant opportunity exists for our Saltus graduates as they move out into the global arena. That is why Saltus has chosen this time to define what it means to be a Saltus Graduate. Our 'Portrait of a Graduate' highlights five attributes, including global citizenship, skillful communication, persistence,

critical thinking, adaptability and flexibility in learning. I would like to thank the teachers and staff for continuing to place these qualities at the forefront of their planning and teaching at Saltus. I also offer my personal thanks and best wishes to a different type of Saltus 'graduate.'

It is with great respect and a heart full of gratitude that I bid farewell, on behalf of the Board of Trustees, to Deryn Lavell – Head of School. Deryn's contract and time in Bermuda may have come to an end but I hope that the friendships she has made while part of our Saltus community will last forever.

Deryn's leadership has guided Saltus through a turbulent time in its history and she has still managed to implement the strategic changes necessary to position the school for success in the future. During her tenure Saltus has maintained its accreditation with CAIS, and also

added ISM, NSRF and GOA to the long list of globally recognised certifications. More importantly the Saltus community has grown stronger, and the research and development dedicated to educating our children has been nothing short of phenomenal.

Finally, I offer thanks to our wonderful donor community, and I encourage you all to take a look at the reports included herein regarding Key Success Indicators and financial performance. Please join me, on behalf of the Board of Trustees, in welcoming Julie Rousseau as our incoming Head of School for 2022–23. I am excited to work with Julie on the next chapter of growth at Saltus.



**R. Gil Tucker**  
Chair, Board of Trustees

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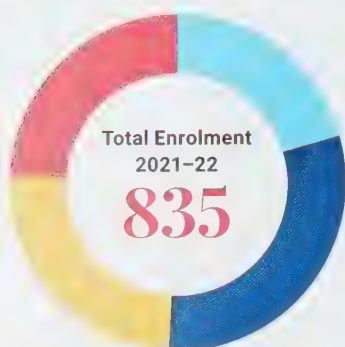
Gil Tucker and Deryn Lavell



# Key Success Indicators

Assist Saltus in the measurement of progress towards its goals outlined in the strategic plan – *The Key*.

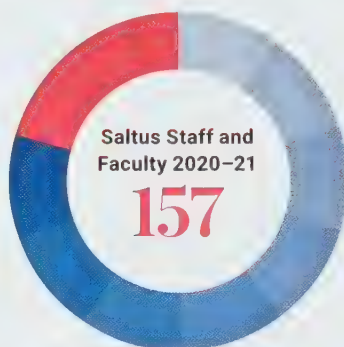
## Enrolment



- Lower Primary (Foundation–Year 2) – 173
- Upper Primary (Year 3–Year 6) – 253
- Middle School (Year 7–Year 9) – 209
- Senior School (Year 10–SGY\*) – 200

\*Saltus Graduate Years provide a college-preparatory programme for 100 Saltus students.

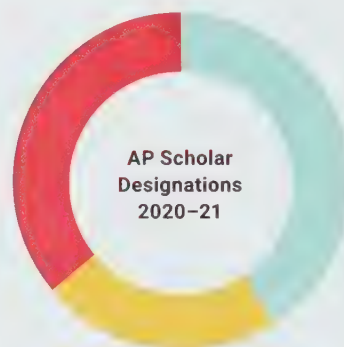
## People and Culture



- Bermudian 125
- Non-Bermudian 32

Primary staff are fully Bermudian.  
Bermudian staff make up 8 different nationalities.  
Non-Bermudian staff make up 11 different nationalities.

## Curriculum



- AP Scholar with Distinction – 41%
- AP Scholar with Honors – 23%
- AP Scholar – 36%

77 students, including a large number of SGY1 students who are not set to graduate from Saltus until June 2022, took a total of 170 of the high-level subject based College Board Advanced Placement examinations. 55 Saltus students scored a 3 or higher and 40% of those students were awarded AP Scholar Designations. A score of 3 is typically standard university acceptance level. This year, globally, 3.4 million exams were taken. Saltus students ranked twelve percent higher than the global average for scores between 3 and 5.

## Social Media

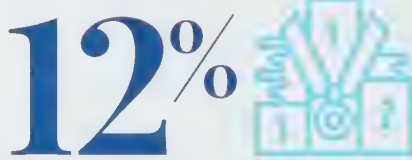


Facebook Page Likes  
21.5% increase



Instagram Followers  
27% increase

## Athletics: SEAP



Percentage of Senior School population that are Saltus Elite Athlete Programme (SEAP) participants

## Technology

**Top 5 Web Pages  
Number of Views  
January–December 2021**



- Staff Directory – 24,077 views
- Event Calendar – 11,577 views
- Calendar – 7,862 views
- Event Detail – 7,644 views
- Meet the Head of School – 4,893 views

## Caribou Mathematics Competition

The goals of this worldwide online contest are to:

**Show** that mathematical puzzles can be fun and that competing in math contests with interactive questions is exciting.

**Improve** student's problem-solving techniques by providing a wide variety of challenging math activities suitable for all students in Grades 3–12.



### Caribou Cup 2020-21\*

### Individual Contest: Nov. 2021

#### Year 7

Jack Fischer finished 1st place at Saltus and was top 6% in the world (out of 15,500 students)

Chase Mccrimmon finished 1st place (top 8% in the world (out of 13,000 students)

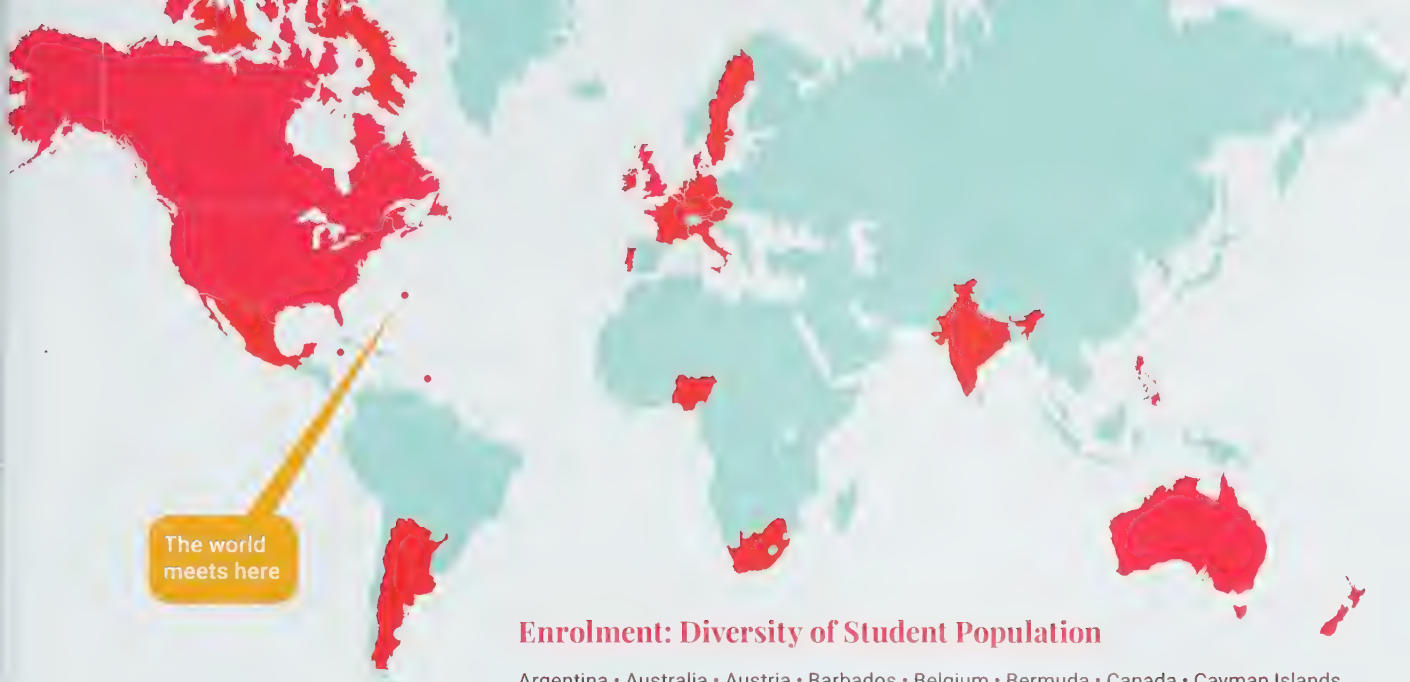
#### Year 8 and 9 Group

Evan Lipschutz (Year 8 during competition) finished in 1st place at Saltus and was in the top 3% in the world (out of 15,700 students)

Ella Shepherd and Abby Sadeh finished in joint 1st (top 7% in the world out of 13,400 students) and Evan Lischutz in 3rd (top 8% in the world out of 13,400 students)

\*Overall result total for 5 contests





## Enrolment: Diversity of Student Population

Argentina • Australia • Austria • Barbados • Belgium • Bermuda • Canada • Cayman Islands  
Czech Republic • Denmark • France • Germany • India • Ireland • Italy • Mexico • Netherlands  
New Zealand • Nigeria • Philippines • Portugal • South Africa • Sweden • Switzerland  
United Kingdom • United States

## Primary Teaching Materials

LUCY CALKINS & TCRWP COLLEAGUES

**UNITS OF STUDY**

Reading • Writing • Phonics

Lucy Calkins' **Writer's Workshop**

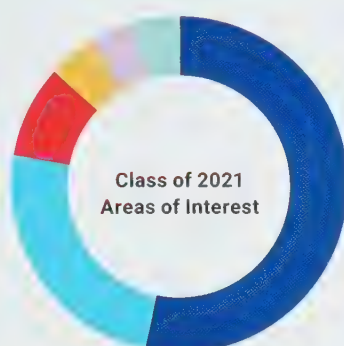


Fountas and Pinnell's  
**Guided Reading and Shared Reading**



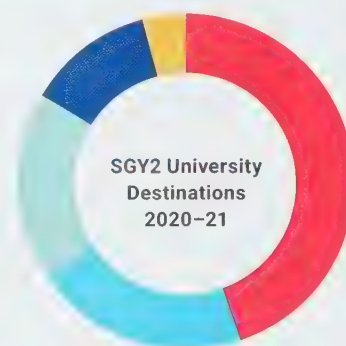
Cathy Fosnot's  
**Contexts for Learning Mathematics**

## University Subjects



- Science/Psychology/Engineering
- Business/Finance/IT/Computer Science
- Arts/Humanities
- Sociology/Criminology/Law
- Education
- Working/Gap Year

## Demographics



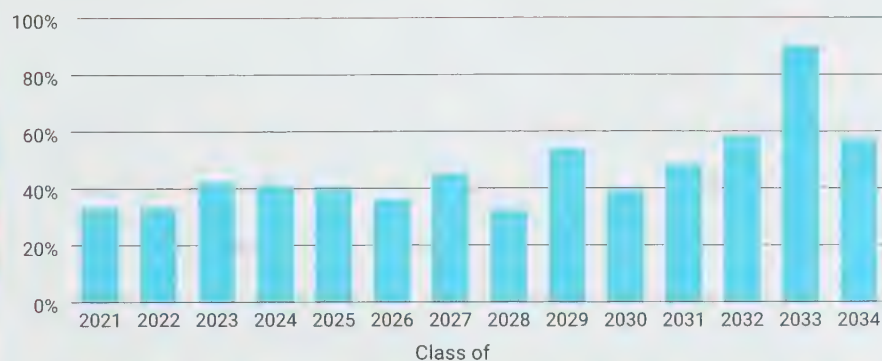
- Canada
- US
- UK
- Bermuda
- Gap Year

22% Attending Russell Group,  
Ivy League Schools (US and Canada)

## Advancement: Total Giving



## Advancement: 2020-21 Parent Participation by Class





# The Key: Curriculum

Each curriculum outline below has been created to provide a research-based framework to facilitate 'deep learning' for students at every level of Saltus. Teaching and learning experiences are designed using this framework to be engaging, relevant and challenging, with opportunities for students to think critically more than memorise, and to apply what they have learned to actual situations.

## Lower Primary

Our Lower Primary students begin their learning in Foundation Year (FY) by exploring concepts through play and investigation, as we nurture their natural curiosity and sense of wonder. Academic skills related to numeracy and literacy are taught through small groups and hands-on activities. Fine, small and large motor skills are developed through a variety of learning opportunities and are complemented by free play, music, and movement. Learning in Year 1 and 2 is an active process, which builds on this foundation.



### SAMPLE PROGRAMME OBJECTIVES INCLUDE:

- Learning to name and express their emotions in healthy ways, how to get along with others and take turns.
- Building on our students' interests and creativity to construct an environment that allows them to express themselves and their opinions.
- Developing writing skills, using Lucy Calkins' *Writer's Workshop* as a resource, as well as direct instruction in phonics to learn to read and write.
- Preparing students to become lifelong readers using Fountas and Pinnell's *Guided Reading* and *Shared Reading* as a resource.
- Using direct instruction, problem solving and investigations to develop numeracy skills through application.
- Strengthening mathematical thinking using Cathy Fosnot's, *Contexts for Learning Mathematics*, which gives students a chance to reflect and apply their learning to authentic and engaging situations.
- Focusing on sharing ideas and building on each other's theories as students learn more about perspective and the ideas and feelings of others.
- Participating in investigative research projects to encourage collaboration and critical thinking.
- Employing ongoing documentation of each child's learning, formative (ongoing) and summative assessments, ensuring we differentiate instruction and meet the needs of our students.

## Upper Primary

Upper Primary is rich with authentic learning opportunities for our students as we welcome them to the St. John's Road campus. Students participate in investigative research and are engaged in a cross-curricular approach to learning that values construction of understanding and transfer of knowledge to novel or new situations. Students are encouraged to collaborate with their peers, think critically about concepts and solve complex problems through an inquiry-based approach for meaningful and relevant learning opportunities.



### SAMPLE PROGRAMME OBJECTIVES INCLUDE:

- Engaging students in an approach to learning that values construction of understanding and transfer of knowledge to novel situations.
- Developing reading and writing skills through developmentally appropriate materials such as Fountas & Pinnell's *Guided Reading* and *Word Study* (Phonics and Spelling) and Lucy Calkin's *Writer's Workshop*.
- Working through the writing process iteratively (prewriting, drafting, revision, proofreading, publishing) to improve pieces of writing based on the genre.
- Modeling problems in multiple ways including numbers, words, and selecting the most appropriate charts, tables and graphs.
- Diversifying points of view and recognising how experiences shape one's identity as well as our perception of others.
- Selecting relevant information about a topic from a variety of teacher-provided sources to create an explanation about the topic.
- Making, explaining and justifying predictions with supporting evidence from research.
- Introducing students to the use of Chromebooks and establishing their individual Saltus email accounts to develop their technological skills in preparation for Middle School.
- Thinking and reflecting on what we hear, read and view, to aid in asking more thoughtful questions.
- Introducing curriculum and faculty from the Middle School Department in Year 6 to allow students to explore new subject areas, such as design technology.



## Middle School

Central to the Middle School curriculum is enabling and encouraging students to think computationally, with the aim to expand students' curiosity and willingness to explore, ask questions about, and speculate on the changing world in which they live. Through this process students learn to evaluate and reflect upon their own learning and the contribution of others in the pursuit of excellence. Learning will involve problem solving, planning, creating, and evaluating in a safe and responsible manner, collaborating and empathising with peers.



### SAMPLE PROGRAMME OBJECTIVES INCLUDE:

- Fostering the traditional skills of writing, reading, and communication in a collaborative and supportive environment.
- Empowering students to become empathetic and global citizens.
- Investigating cultural awareness and sensitivity based upon the attributes of tolerance, empathy and respect of diversity and a sense of equity towards others.
- Exposing students to a diverse range of nonfiction, fiction, and multi-media texts to explore the distinct perspectives of people with different cultural backgrounds.
- Using elements of the Design Thinking process (planning, modelling, iteration, material consideration) to represent a complex idea visually or to generate solutions to problems.
- Working individually and collaborating with peers to identify a problem, research evidence-based solutions, develop and carry out a plan, and assess the results.
- Demonstrating an understanding of numerous mathematical concepts and ensuring students are able to use them to solve real life problems.
- Seeking out and assessing the relevance of information across disciplines to help form well-reasoned conclusions about the world in which we live.
- Providing multiple course options to encourage students to consider what interests them and challenges their learning.
- Assessing skills using rubrics developed based on targeted core competencies to help students identify areas of learning that require further development.

## Senior School

We strive to make our Senior school curriculum exciting, relevant and flexible for our students as they prepare to meet the world. The school's wide range of option choices are designed to meet the differing needs, aspirations and learning styles of all students. Our intention is to offer flexible choices within the framework of a broad, balanced curriculum, ensuring that students keep their options for the future open and that they take a range of interests, skills and knowledge with them into Saltus Graduate Years and beyond.



### SAMPLE PROGRAMME OBJECTIVES INCLUDE:

- Maintaining a set of core subjects that ensure students have the knowledge and skills which are essential to them in the years ahead – English; mathematics; modern foreign language; science; physical education.
- Facilitating both internal and external examinations to provide benchmarks for post-secondary education.
- Offering a wide selection of science courses ranging from chemistry to marine biology, allowing learning to happen inside and outside of the classroom.
- Creating hands on multi-disciplinary learning opportunities in an outdoor classroom environment through the Sustainable Islands Partnership.
- Providing students with multiple course options to meet their varied interests, examples include economics, design technology, oceanography, entrepreneurial studies, history, sports science, psychology and art.
- Encouraging students to engage in advanced discussions about complex issues, solve problems individually and collectively, and write and present clearly and persuasively.
- Demonstrating leadership skills through involvement with extra-curricular activities and the 'big ideas' promoted by student prefects.
- Facilitating work-study experiences that connect our students to the world around them, providing real life interactions with businesses and alumni.
- Ensuring student schedules include life skills and dedicated time for personalised university guidance provided by our Student Services team.



# The Importance of Connection



“It was the best of times, it was the worst of times.” Often, an apt reflection of any particular period of time and quite easy to put in context with our experiences in the last two years. There is no doubt the pandemic has created obstacles we previously wouldn’t have imagined, but there is equal confidence in knowing that creativity has blossomed, resilience has been learned, perseverance engaged, and the importance of our connection to one another has intensified.

I see these positive attributes throughout our community and specifically in our community’s philanthropic

support of Saltus. During the 2020–21 school year, we launched the Expanding Opportunities Saltus Fund and successfully reached our stated goal of \$600,000. 42% of our parents joined in the Saltus Fund and our alumni showed their support through the Alumni Scholarship Fund. Opportunities for financial assistance were expanded and nearly 14% of our students have the chance to attend Saltus because of the generosity of this community.

One highlight of last year’s efforts was our first ever House Match, held in March 2021. Captained by employees Olin Jones (Watlington), Darrin Lewis (Saltus), Lionel Cann (Darrell), and Sheridan Ming (Butterfield) – all Bermuda Cricket Legends. The House Match brought out the fierce competition of our School Houses through fundraising challenges, spirit dress days, raffles, and culminated with the Bowl Off where Watlington House reigned victorious, with Darrell House winning the overall House Match!

The 2022 House Match in support of the Saltus Fund and the Alumni

Scholarship Fund is scheduled for February 21<sup>st</sup>–25<sup>th</sup> and we are thrilled to hold this community-wide event once again for Saltus. House challenges have been occurring since the school year started and all of the non-athletic House events will contribute to the determination of our House Match 2022 Champion! Please be sure to check it out through our website and we welcome your participation!

In addition to our fundraising efforts for 2022, we also say goodbye to two of our longstanding Saltus employees and Advancement team members; Jon Beard who retires in June and Berta Barreto-Hogan who retired at the end of 2021. The Farewell tour for Jon has been going well and we will continue to celebrate his, nearly, 50 years at Saltus throughout the spring and into the summer. I hope you will join us in wishing them both all the best in their future endeavours.

**Denise McAdoo**  
*Director of Advancement*



L–R: Jon Beard, Berta Barreto-Hogan, Denise McAdoo, Khala Wolffe



# Thank You to Our Donors

The following lists gratefully acknowledge donors to Saltus during the 2020–21 fiscal year.

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Michael L. Darling

1949

Than Butterfield, Jr.

1952

J. H. Hayward

1954

Eugene 'Penny' Simmons  
The Estate of  
Frederick Roger Snape

1955

John Talbot

1956

George Butterfield

1957

Colin Couper  
Cummings Zuill

1959

Bruce Hallett

1965

Patrick A. Caldwell  
Bob Steinhoff

1969

Michael Freisenbruch  
William Zarbock

1970

Grant Gibbons  
Steven Masters

1971

R. Gil Tucker

1972

Allan Marshall

1973

John W. Cox  
Andrew Doughty

1974

Cragin Curtis, Jr.  
Roger Lambert

1975

Hal Masters

1976

John Collis  
Tom Gibbons

1977

Graham Collis

1978

Donald Cox  
J. David Gibbons  
Malcolm McBeath

1979

*Anonymous (2)*

1980

Charlie Collis  
Will Cox  
Brian Patterson  
Neil Stempel

1981

Colin Brown  
William Frith  
Ben Lucas  
Gregory Tolaram

1982

David Cox  
James Gibbons  
John Johnston

1983

Vince Chaves

1984

Stephen Davidson  
Brian Rosorea  
JP Skinner

1985

Chris Spurling  
Marco Zanol

1986

Schyler Dowling  
Brian Lightbourn  
Mark Zuill

1987

Patrick Cooper  
James Cornes  
Ken Dallas  
Kevin Mayall  
Jonathan Reiss

1988

Michelle De Silva Dallas  
Drew Pettit  
Andre Zanol

1989

Stephen Caton  
Sean Dunleavy  
Jayne Leigh Kendall  
Tammy Richardson-Augustus  
Stephen Young

1990

Andrew DeCosta  
Lorraine Benevides Lipschutz

Doug Mello

R. Scott Pearman

1991

Michael S. Ashton  
Michael Davidson  
Keith De Silva  
Christian Dunleavy

1992

Rebecca Martin Hurdle  
Simone Maranzana  
Nicholas Pettit

1993

Andrew E. Riker  
Rob Steinhoff  
Anthony Wright

1994

Vanessa Hardy Pickering  
Justin Kendall  
Sara Willis Lewter  
Chris Maiato

1995

Guy Cooper  
Doug Jones  
Niel Jones  
Lars Simmons  
Tom Steinhoff  
Britten West

1996

Tanecia Barnett Burgess  
Kevin Dallas  
Alexander Green  
Andrew Shailer  
Treadwell Tucker

1997

Anna Boden Anthony  
Caroline Black  
Jody Feldman  
Emily Black Hopkin  
Edwina Simons Jjombwe  
Ronan Kane  
Jennifer Lapsley Prescott  
Elizabeth Adams Simmons

1998

Marc Fullerton  
Andrew Green  
Fiona Herring  
Trevor Leitch  
Emily D'Alessio Steinhoff  
Lisa Willis

1999

*Anonymous (1)*  
Spencer Butterfield  
Seamus Durkin  
Alex Fay

Anthony Garzia

John Hindess  
Adam Laing  
Emma Holmes Law  
Geoff Law  
Nathan Moore

2000

Jason Boorman  
Matt Durrant  
Marie Humphrey Fay  
Kara Medeiros Gibbons  
Eli Lipmen  
Ryan Marshall  
Jules Oatley-Baia

2001

Mike Dickinson  
Zara Ward

2002

Gordon Cooper  
Kris Dakin  
Josh Masters  
Mark Mitchell  
Brian Steinhoff

2004

Richard Hillen  
Robyn DeSilva Hooper  
Jeremy Shrubbs

2005

Tshaloni Best  
John Masters

2006

Jonathan Bath  
EJ Burrows

2007

Tristan Francis

2008

Timothy Fox

2010

Taj Phipps

2011

Matthew D. B. Hogan  
Katie Masters

2017

Z'Chai Jennings-Barnett  
Olivia Zanol

2019

Erik Frederick  
Olivia Washington  
Lauren Zanol

2020

Emma Mayor  
Jared D. Souza



# Financial Highlights

The financial summary represents the consolidated financial results of the Saltus Grammar School (“Saltus”) and the Saltus Foundation (the “Foundation”). The Foundation is committed to providing sustainability through financial assistance towards the maintenance and development of Saltus.

With oversight from the Finance Committee of the Board, Saltus maintained a system of internal controls over financial reporting, to provide assurance to the School’s management and Board of Trustees that assets are protected, and that transactions and events are recorded properly in the financial statements. This includes engaging an independent audit firm, KPMG Bermuda, to ensure the financial statements are fairly presented.

During the 2020–21 financial year, 81% of our revenues were generated by tuition amounting to \$19.7 million (2019-20: \$20.3 million). Total expenses, excluding amortization, amounted to \$21.8 million (2019-20: \$21.7 million). In common with educational institutions, the majority of expenses were made up of salary and payroll benefits, representing 65% of total expenses. Consistent with prior years, tuition alone does not cover the operating expenses of the school and reliance is placed on fundraising activities and other sources of revenue.



- School Fees 81%
- Rental and Other Income 5%
- Investment Income 10%
- Donations 4%



- Salary and Payroll Benefits 65%
- Financial Aid 5%
- Amortization and Other
- Operating Expenses 30%



# Saltus Grammar School

## Consolidated Statement of Operations

For the Year Ended June 30, 2021

Expressed in Bermuda Dollars	Unrestricted	Restricted			Total Funds 2021	Total Funds 2020
	Operating Fund	Bursary & Endowment Fund	Campaign Fund	Building Fund		
Income						
School fees	\$ 19,765,364	\$ –	\$ –	\$ –	\$ 19,765,364	\$ 20,283,641
Rental and other income	1,273,268	–	–	–	1,273,268	1,405,646
External scholarship income	–	361,045	–	–	361,045	264,242
Donations	685,435	–	–	–	685,435	604,297
Net gain (loss) on sale of investments	–	1,965,928	–	–	1,965,928	(177,768)
Interest and dividend income	53,016	267,931	–	–	320,947	321,564
Total income	\$ 21,777,083	\$ 2,594,904	\$ –	\$ –	\$ 24,371,987	\$ 22,701,622
Expenditures						
Salary and payroll benefits	\$ 15,622,333	\$ –	\$ –	\$ –	\$ 15,622,333	\$ 16,155,777
Other operating expenses	5,052,598	–	–	–	5,052,598	4,607,775
Amortization	1,276,131	–	–	766,411	2,042,542	2,182,933
Further education awards	1,120,761	–	–	–	1,120,761	981,882
Loan interest	30,482	–	–	–	30,482	28,884
Total expenditures	\$ 23,102,305	\$ –	\$ –	\$ 766,411	\$ 23,868,716	\$ 23,957,251
Change in fair value of investments	\$ –	\$ 1,978,888	\$ –	\$ –	\$ 1,978,888	\$ 17,056
Excess (Deficiency) of income over expenditures	\$ (1,325,222)	\$ 4,573,792	\$ –	\$ (766,411)	\$ 2,482,159	\$ (1,238,573)





Saltus Grammar School  
P.O. Box HM 2224  
Hamilton HM JX Bermuda  
[www.saltus.bm](http://www.saltus.bm)



**SALTUS**  
Prepare to meet the world.



# Different is Good

## Q&A with Dr. Lisa Damour



**Dr. Lisa Damour** is recognised as a thought leader by the American Psychological Association. She has written numerous academic papers, chapters, and books related to

education and child development. She is a Senior Advisor to the Schubert Center for Child Studies at Case Western Reserve University and is the Executive Director of Laurel School's Center for Research on Girls.

Dr. Damour, who has been a practicing clinical psychologist for 25 years, provided an informative session as part of the **Saltus Speaks** series in 2021 (Dealing with anxiety in children and adults in stressful times) and a session with our Primary community about Gender in the Classroom. We asked Dr. Damour a few questions about her experience in co-educational school environments and the roles of gender in the classroom.





**What first intrigued you about looking at gender in the classroom and how this impacts learning?**

My experience has led me to explore the impact of gender in the classroom. More specifically, I found when I first began my psychology practice my clientele consisted of primarily teenage girls. I was young and female, and parents felt their daughters could relate to me. I began consulting first at an all-girls school which opened the doors to the world of education, and I began to look at the impact of the environment on students.

**As a former 'all boys' school, Saltus is very conscious of the ratio of boys:girls in our classrooms. Do you think we can ever change traditional perceptions around gender balance in the classroom?**

The first step is to recognise that a gender disparity exists and address any related issues. The impact of same sex versus co-educational environments on students have more to do with the students themselves and the way in which a school handles gender imbalance; there is no definitive data that says one is better than the other.

For example, some girls will struggle in a co-ed classroom, but others gain confidence by being able to explore the world and their learning without the traditional boundaries typically imposed on girls. They are able to play in different ways and explore different topics comfortably based on their environment.

The discussion should be more about inclusivity for all and the respectful behaviour of students towards each other in the classroom.

**One of the key 'take-aways' from your presentation to our Primary Parents was that boys typically suffer more than girls in the traditional definition of "feminine" vs. "masculine" behaviour.**

**Can you please explain further?**

I often say that I am bothered by the parameters typically set around the roles and behaviours of boys and girls. In a co-educational school environment, boys can actually benefit from having girls in the classroom as they can learn to model different behaviours. Boys learn very young to expect "male" behaviour from each other and will not accept vulnerability from their peers. This often plays out on the playground and causes distress to children who do not conform to binary gender expectations.

The objective is that every kid should get to be "whole" regardless of their gender.

**Do you have any advice for parents of all ages for how to manage/understand the concept of children identifying as nonbinary?**

This is a sensitive and complex topic, but as we move towards a culture of acceptance, we hopefully move away from 'labels' and expected behaviours. There is no formula for how, when, or whether children will question their gender. Should a child raise questions about their assigned gender, it is important for adults in their lives to be open and observant and to be present in the moment when the questions arise. Children should feel supported and know that they are loved no matter what their gender identity or when they embark on that journey.

**Have you noticed a shift in the interactions of boys/girls when they reach the Middle and Senior School years? For example, romantic feelings towards each other, heightened insecurities as they go through puberty etc. What impact does this have on the classroom?**

Believe it or not, romantic activity – crushes, couples – has long started at the Upper Primary school level. The issues that typically emerge in Middle School are more directly related to puberty and the balance of power between boys and girls. The average age for the onset of puberty is 12 years for girls and 14 years

for boys. This means that by the time girls reach Year 8 they are often taller, stronger, more focused and more mature. Boys sometimes respond to this shift in the balance by harassing the girls because it can leave them feeling quite insecure. As a result, the Middle School gender interactions can seem very unsettled, but this is part of the reason why there is so much focus on social and emotional learning at this level of school.

**Is there advice you would give to Middle and Senior School parents specifically when dealing with gender in the classroom?**

There is good news for parents of both boys and girls when it comes to gender diversity in the classroom as students progress through Middle and Senior school. Girls can learn a lot from boys about being tactical and strategic in approach to their learning – they benefit from not always working at full speed. Boys who are still developing their work ethic can often benefit by observing their highly conscientious female peers.

**What are the top three 'benefits' to children/young adults attending school in a co-ed environment?**

There are many benefits (and challenges) to be explored, but I will provide these three points for consideration:

1. A co-educational environment gives students the opportunity to interact in an environment that is not sexually charged (as dances and parties often are).
2. Friends do not have to be 'same-sex' friends, there is great value in a different perspective.
3. Girls and Boys are more alike than they are different and any exposure to people who think, look, act differently than we do will help us grow.

Lisa Damour is the author of two New York Times best-selling books, *Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood* and *Under Pressure: Confronting the Epidemic of Stress and Anxiety in Girls*. She writes the **monthly Adolescence column** for *The New York Times*, co-hosts the *Ask Lisa* podcast, appears as a regular contributor to **CBS News**, and works in collaboration with many organisations, charities and educational institutions. Dr. Damour also maintains a private practice and consults and speaks internationally.

**"It is important to be with people who are not like us, that is how we grow."**





# WORK PLAY HARD. HARDER.

This is the motto for top athletes at Saltus selected to be part of the **Saltus Elite Athlete Programme (SEAP)**. The Saltus Athletics Department has expanded its development and support of student-athletes at the Middle and Senior school level, who are competing nationally or internationally in a dedicated sport. This programme is available by application only and is aimed at students who are committed to fulfilling their maximum potential in sport.

Three years ago, the Saltus Athletics Department started a 'soft roll-out' of the programme with additional phases being introduced each school year. Despite COVID-19 challenges, the 2020–21 school year saw the launch of the final phase of delivery of the programme. There is no additional cost to be a member, however students need to display a commitment and dedication to their sport and the programme.

Students who are eligible to join must meet the following criteria:

- be a member of a National Programme or equivalent
- work towards realising their full potential in athletics and academics
- maintain a grade average that is reflective of the student's ability
- conduct themselves in a manner that meets with the school's expectations and rules
- be respectful to coaches and follow their directions
- participate in school sporting events where appropriate
- catch up on any schoolwork missed in class due to sporting commitments
- have a signed contract between school, student athlete and parent(s)/guardian(s)

What separates the Saltus Elite Athlete Programme from the standard Physical Education class are these two main components: **Support and Development**. The support provided to student athletes consists of additional academic support and guidance in balancing the athletic demands of competitive sport; including NCAA registration, SAT/ACT preparation/registration, enrolment in the Next College Student Athlete (NCSA) platform, as well as additional time with the Athletics staff. Students are encouraged to attend overseas identification (ID) camps and college showcase opportunities. Typically, the school hosts an annual US university tour tailored to athletes' sport requirements, but the students have not been able to travel overseas for university tours since 2019. Instead, the Saltus Athletics Director, Darrin Lewis, has been able to submit game film, video highlights and training videos to schools for evaluation and consideration.

Development is the second key component of the Saltus Elite Athlete Programme. The development that student athletes are offered includes the opportunity to partner with local sporting bodies and coaches, strength and conditioning, speed and agility, nutrition education and player profile development. Additional training requirements are incorporated into student schedules to support this development.



Director of Athletics, Darrin Lewis, leads the integration of SEAP into the Saltus curriculum and works with each student

athlete to ensure the right individual opportunities are identified and targeted. "Bermuda has a tremendous number of talented student athletes, and many are not afforded the opportunity to secure scholarships at the university level. Saltus has a steep tradition of developing student athletes as many have competed at the university level and several have gone on to represent Bermuda at the Olympic level. **With the introduction of SEAP, we want to ensure we give every student athlete the best chance possible to fulfill their academic and athletic aspirations."**

To learn more, visit:  
[www.saltus.bm/programme/athletics/saltus-elite-athlete-programme-seap](http://www.saltus.bm/programme/athletics/saltus-elite-athlete-programme-seap)



# The AP Advantage



**O**n the evening of Thursday, 18th June 2021, students, families, friends, members of the Saltus Board of Trustees and School Faculty gathered under a tent on the school field to celebrate the Saltus Graduating Class of 2021. Everyone in attendance was grateful for the opportunity to honour our students in person and to celebrate their resilience shown throughout the final two years of their high school career.

Graduates were addressed by **Kelly Francis**, member of the Board of Trustees as she shared how she “watched in awe at how well these students have navigated through what is literally the most bizarre period in recent history. The fact that, as students, you continued to show up; to sign on; and to excel is just remarkable” she said. “Each of you are to be commended and the impressive list of college and university acceptances shows how hard you have all worked.”

The Class of 2021 graduates gave the Saltus community reason to celebrate one very important aspect of the ‘Saltus Difference’ – The AP Advantage. Advanced Placement (AP) exams are

administered by the College Board and were among the only international exams to be taken in person, by students in Bermuda last year as a result of the COVID pandemic. AP is an internationally recognised programme offering college-level curricula and examinations to high school students, enabling them to potentially secure placement and course credit at universities around the world. “This year’s AP results were a remarkable performance in such difficult times,” said **James Anthony**, Director of Senior School.

Seventy-seven students took a total of 170 of the high-level subject-based examinations. To highlight their success and commitment to academic excellence, 22 Saltus students were recognised by the College Board for outstanding results:

- AP Scholar – designation awarded to students who receive scores of 3 or higher on three or more AP exams,
- AP Scholar with Honor – designation is granted to students who receive an average score of at least 3.25 on all AP exams and scores of 3 or higher on four or more AP exams,

- AP Scholar with Distinction – is granted to students who receive an average score of at least 3.5 on all exams taken, and scores of 3 or higher on five or more of these exams.

Two students from the Class of 2021 – **Ywione Darrell and Sanna Vogler** – were also awarded the AP International Diploma. This is the top award from College Board for which students must score 3 or higher on five or more AP exams. These must include an AP English exam; an AP world language exam; an AP offering a global perspective; an exam from with the sciences or math and computer science curriculum; and at least one additional exam.

Graduation ceremonies concluded with words of thanks from one of the 2020–21 Head Prefects, **Ywione Darrell**, who said, “Actions speak louder than words,” and the best way for us to show our gratitude to the great individuals who got us here is to follow our dreams, don’t give in when things get difficult and keep them in mind.” ●

**“Class of 2021, I am forever grateful, and I cannot wait to see everything we can accomplish. Let’s conquer the world.”**

Koa Goodchild, Head Prefect



# Congratulations Class of 2021!

## Saltus Student Post-Secondary Destinations 2018–21

### BERMUDA

Bermuda College

### CANADA

Acadia University  
Brock University  
Carleton University  
Concordia University  
Dalhousie University  
Humber College  
Laurentian University  
McGill University  
McMaster University  
Mount Allison University  
Queen's University  
Ryerson University  
St. Francis Xavier University  
University of British Columbia  
University of Guelph  
University of Ottawa  
Western University  
Wilfrid Laurier University

### UNITED STATES

Bryant University  
California College of the Arts  
California Institute of the Arts

Coastal Carolina University  
Dartmouth College  
Elon University  
Endicott College  
Florida Atlantic University  
Framingham State University  
Ft. Lewis College  
Full Sail University  
Georgia Institute of Technology  
Georgia Southern University  
High Point University  
Howard University  
Lee University  
New York University  
Northeastern University  
Nova Southeastern University  
Oklahoma State University  
Pennsylvania State University  
Providence College  
Queens University of Charlotte  
Rutgers University  
Sacred Heart University  
Savannah College of  
Art & Design (SCAD)  
Spartanburg Methodist College  
St. John's University

Union University  
University of California – Irvine  
University of Central Florida  
University of Georgia  
University of Hawai'i at Manoa  
University of Maryland  
University of Maryland –  
Baltimore County  
University of North Carolina,  
Charlotte  
University of Richmond  
University of Tampa  
University of Virginia  
University of West Virginia  
Washington Adventist University  
Word of Life Bible Institute  
Xavier University of Louisiana

### UNITED KINGDOM

Buckinghamshire New University  
Cardiff Metropolitan University  
Inchbald School of Design  
Kings College London  
Kingston University  
Manchester Metropolitan  
University

Newcastle University  
Nottingham Trent University  
Oxford Brookes University  
Royal Agricultural University  
Solent University  
St. Mary's University,  
Twickenham  
The University of Edinburgh  
University College of  
Football Business (UCFB)  
University of Buckingham  
University of Chichester  
University of Essex  
University of Exeter  
University of Kent  
University of Plymouth  
University of Sheffield  
University of Southampton  
University of Surrey  
University of Sussex  
University of the Arts London

### ITALY

Florence Culinary Arts School

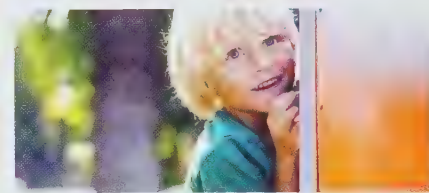
### NETHERLANDS

Maastricht University





# LIFE ON CAMPUS









# Teachers as Reflective Practitioners

Professional Learning is an ongoing pursuit of Saltus Faculty and Staff. Teachers, in particular, thrive on continued development opportunities pertaining directly to their fields of study and student learning. Since 2017 professional learning opportunities at Saltus have focused on *The Key* and the skills required to prepare students for their future. Below is a sample of the conferences and learning provided to faculty and staff.

## NSRF Protocol Training and CFG

Since 1994, the National School Reform Faculty has created and refined more than 200 protocols and activities to use in Critical Friends Group® communities, classrooms, meetings, and beyond. Each one is designed to help you arrive at a specific desired outcome, efficiently and effectively.

### Dr. Vernée Butterfield

Saltus has continued development and implementation of robust research-based practices surrounding diversity, equity, and inclusion under the directions of Dr. Vernée Butterfield, who grew up and worked between New York, Connecticut and Bermuda, providing her with a unique perspective of many educational systems.

### Dr. Sandy Kleinman

*"In my view, the essential equation for optimizing student learning is universal: Thinking + Meaning-making = Understanding."* This is the philosophy of Dr. Sandy Kleinman as we continue to work with her to shift our curriculum and pedagogies to prepare students for the world they will inherit.

## CAIS Leaders Conference

A unique programme of Keynote speakers, Workshops and opportunities for collaboration within and across networks in order to meet the educational needs and interests of our members.

## CURB – Restorative Practices

Restorative Practices is a research-based framework of methods and philosophies that allow individuals and groups to develop a strong sense of community and cohesion. CURB's trainers are licensed by the International Institute for Restorative Practices to conduct official trainings.

## Mathematics in the City

Mathematics in the City (MitC) is a national centre of research, curriculum development, and professional development for K–8 mathematics education. MitC guides teachers towards developing their classrooms into mathematics workshops in which learners are engaged in inquiry, worthwhile mathematical tasks, proving their thinking, and communicating it to their peers.

## The College Board

This is the awarding body for SAT, AP and CLEP exams. As an internationally recognised group The College Board offers professional developing and learning for teachers, administrators and counsellors. Over the past year our staff have participated in training for AP Psychology, AP Art, AP Seminar, AP Economics as well as courses and networking events for our Student Services team.

## NAIS People of Colour Conference (PoCC)

The mission of the conference is to provide a safe space for leadership, professional development, and networking for people of color and allies of all backgrounds in independent schools. PoCC equips educators at every level, from teachers to trustees with new skills to improve the interracial, interethnic, and intercultural climate in your school, which will have a positive impact on the academic, social-emotional, and workplace performance outcomes for students and adults alike.

## Bard College Institute for Writing and Thinking

The Institute seeks to enrich learning in all disciplines with programmes that focus on the role of writing in reaching and learning. The workshops offered are rigorous and experiential. The focus this year has been on Revolutionary Grammar.

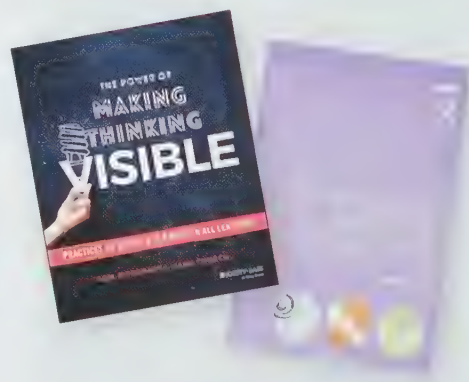
## International School Services (ISS)

A nonprofit organisation which works with over 800 international schools focusing on helping educators develop students into thoughtful, imaginative global leaders. This organisation offers a range of courses from "Learning for Early Years Educators" to "Beyond Performance: Working with all Stakeholders to Build Sustainable DEI Systems."

**Many additional opportunities for learning are provided throughout each academic year via local courses, webinars, recommended reading and consultation.** In 2021–22, the top two books reviewed by Saltus Faculty and Staff were:

*Making Thinking Visible* by Ron Ritchhart, March Church; and

*Art and Creativity in Reggio Emilia: Exploring the role and potential of ateliers in early childhood education* by Veia Vecchi





# Teacher Profile



## Takara Dill

### *Teacher of English*

**How long have you been at Saltus?**  
I've been at Saltus for 10 years this October.

### **Describe the roles you have held while at Saltus?**

The roles I've held while at Saltus have been Librarian in charge of all three Saltus libraries, Team Lead of the Diversity and Inclusivity Research and Design Team, and now Teacher of English.

### **Tell us about your proudest moment in or outside of your classroom?**

I've had quite a few proud moments in and out of the classroom; it's difficult to choose just one. My top three moments would be:

- Being brave enough to make the transition from Librarian to Teacher
- Having a student tell me that they felt seen as an individual in one of my classes
- Writing a book

### **Now that you have moved to your new position, what is the number one goal you hope to accomplish?**

I have so many that it's hard to choose just one. The personal goal that I am working towards right now, however, is to participate in workshops and obtain a possible certification in a programme that focuses on teaching students with learning differences and ASD. Currently I am scouting around for the best option while taking small courses to branch my knowledge base and provide me with skills that I can apply in the classroom.



## Nic Scanlon

### *School Counsellor*

**How long have you been at Saltus?**  
I started working at Saltus in January 2014.

### **Describe your role at Saltus?**

I consider my job a significant privilege that I do not take lightly, as I seek to create a space for students to share courageously those aspects of life that are most difficult to comprehend and then face. What that looks like day to day is...answering an email/phone call with a parent when difficult situations arise at home or regular sessions with a student who is having difficulty within their social circle. I find myself observing lessons to gain insight into the student or teachers' perspective and joining team meetings to come up with plans to support a student in need. I also like to run mindfulness sessions and the chess club as a way to connect with the wider student body not to mention school trips...remember those!

### **Tell us about your proudest moment at Saltus?**

Hmm... I love a good challenge and/or puzzle. I find great joy in seeing what others see as impossible become possible. This happens in both quiet moments in my office as well as in big moments of celebration such as graduation. Time and time again, I have found the most joy in simply being a part of a student's story of accomplishment here at Saltus whether larger step or small.

### **What is the number one goal you hope to accomplish in your role?**

When I joined Saltus, I bought some flash cards and set off to learn every student's name. Sadly, I am not there... yet!

### **Academic Directors**

Jeanne Bean  
Cynthia Hassell  
James Anthony

### **Assistant Directors**

Elizabeth Dowdell  
Jesse Sheppard  
Shayne Scott  
Wesley Simon

### **Heads of Department**

Computer Science and Business  
Innovation – Jeanette Patterson  
Design Technology – Patrick Mahon  
English – Adam Rossides  
Humanities – Kathleen Romatowski  
Math – Ryan Murray  
Modern Foreign Languages –  
Jihane Boussooufa  
Music – Karen Carlington  
Physical Education – Tim Figureido  
Science – Sarah Rossides

### **Second in Department**

English – Lynsey Turner  
Music – Eli Cagen

### **Year Coordinators**

FY – Sam Willis  
Y1 – Emma Law  
Y2 – Pauletta Francis  
Y3 – Trista Riihiluoma  
Y4 – Meghan Madeiros  
Y5 – Rosie Doughty  
Y6 – Vicky McNeil  
Y7 – Lynsey Turner  
Y8 – Margot Robert  
Y9 – Bruce Sinclair  
Y10 – Patrick Mahon  
Y11 – Aisling Foote  
SGY1 – Lorne Nannini  
SGY2 – John Nusum



**F**inding our voices and the courage to use them is part of it. Instilling confidence by pushing boundaries, opening doors to new opportunities, trying different things, exploring the world, taking the lead – these are the underlying concepts that shape our Primary Departments at Saltus.

The Primary school is divided into two departments, Lower and Upper Primary. Our dedicated Lower Primary campus in Devonshire (Cavendish) is a hive of activity where you can see our students are actively engaged in learning. One of the ways we work with the

children to uncover the curriculum, nurture language development and communication skills is through project work. Often this means asking questions, generating ideas and theories about why the world works the way it does. Our goal each day is to solve problems together, learn to consider each other's perspective, and how to get along in our community.

During the Lower Primary years (FY – Year 2), we believe it is of the utmost importance to get to know each student as an individual and meet their social and academic needs through personalised instruction and guidance.

We follow principles of inquiry which means that children follow their interests within a framework of activities directed by the teacher.

The children are supported in their social emotional development, both in the classroom and on the playground. This is the time for them to learn the language necessary to stand up for themselves, to express their feelings and learn how to move through the big feelings that they can have. Our students feel like they belong, and they know they matter to us.

Inside the classroom, students are intellectually engaged as they listen,



A look at Lower and  
Upper Primary at Saltus

FROM THE FOUNDATION



create, build, wonder, debate, share, innovate, and investigate. Through thought-provoking materials, we invite questions and curiosity from the children, as well as hands-on, tactile experiences. We also use technology tools and media wisely to support and extend learning.

The shift to an inquiry-based curriculum at Saltus has been underway at Lower Primary for two-three years and we are extremely pleased with the growth and learning we have seen in our students. We continue to benchmark our progress against internationally recognised standards in education and we know that our Year 2 classes who move onto Upper Primary are academically and socially prepared for their new learning environment.

Our curriculum is multidisciplinary because we know that children learn most deeply when they are engaged in a combination of student-led opportunities as well as targeted direct instruction from the teacher as they inquire about the world around them. Connecting learning to the real world translates into much deeper meaning making by the students and also allows us to support students as they make mistakes, helping students to move outside of their comfort zone to learn something new.

Learning is not bound by our four walls as the students thrive on physical activity, time outside, as well as field trip experiences to support direct teaching in our classrooms to extend our research and learning. We intentionally weave our curriculum goals into these experiences; it is through these experiences that we build upon the learning that begins in the classroom. Through these challenging times, we have adapted the limited field trips to virtual experiences such as Zoom discussions to virtual snorkeling.

As Saltus students move from Lower Primary to Upper Primary (Year 3–6), we know that for our students to become

**“The Primary School programme at Saltus is designed to offer a supportive, nurturing, fun loving environment where children explore their curiosities, build their confidence and become more resilient in order to adapt to the social environment.”**

Jeanne Bean, Director of Primary

avid readers and develop the ability to communicate their ideas and wonderings effectively they need to be reading and writing often. Through small group guided reading sessions, students read a variety of texts including research articles and news pieces that support class inquiries. Teachers work with students to develop fluency and comprehension skills, while continuously assessing student progress. Our students write often to practice their writing skills as they work through guided units of varied writing genres such as opinion and narratives. Through personalised conferences and meaningful feedback, students are given the opportunity to enhance their skills on a continuous basis.

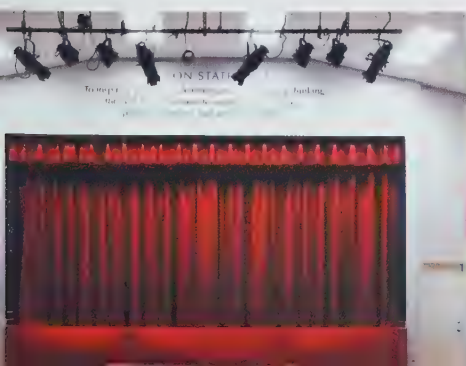
Our classrooms are carefully curated spaces that reflect and promote student thinking. We believe that our environment acts as a third teacher as they are created to promote relationships, collaboration and creativity with the use of purposeful materials. Throughout the Primary Departments at Saltus, classroom teachers work alongside our specialist teachers to create as many cross-curricular opportunities as possible. We believe that students should explore topics through a variety of mediums and experiences to understand concepts from multiple perspectives. In the Upper Primary Department students have three Spanish, four PE lessons and two music lessons over an eight-day period. Students also work closely with our Artist in Residence to develop a fluency of art skills and appreciation for materials in our studio space. Additionally, our Artist in Residence

helps to facilitate and create projects and provocations with our students and teachers in the classes.

Our curriculum framework provides students with authentic learning experiences as students work to problem solve using information learnt rather than passively acquiring facts. This approach allows us to be responsive to the ever-changing world while maintaining academic rigor through identified competencies and core content. Our students develop skills to communicate effectively, collaborate with their peers, and think critically about issues that are meaningful to them.

This truly is an exciting time to be a part of the Saltus community as we shift the teaching and learning within our whole school to better prepare our students to meet the world. Our faculty are the backbone of the programme and their passion for education is apparent in all they do. Continued Professional Learning of staff members as reflective practitioners and active researchers continues to drive our programme to be responsive to educational standards worldwide. Our teachers listen intently and co-facilitate rich learning that inspires students and teachers alike. Our classrooms are spaces that value student voice, curiosity, creativity and ingenuity coupled with Reggio-inspired teaching methodologies that put the child's interest and inquiry at the forefront. **Our belief is that each child is unique, curious, full of wonder, and a capable learner. ●**

For more information or to apply to Saltus, visit [www.saltus.bm/admissions](http://www.saltus.bm/admissions)





# The Importance of the Saltus Community

The primary purpose of the Saltus Association is to build a sense of community and school spirit, create forums where parents can collaborate with teachers and administrators and raise funds for initiatives that benefit students in the near term. We aim to welcome new families and support connection within the Saltus community.

We do this by hosting numerous events throughout the year that bring our students, teachers, wider community and Saltus families together. These initiatives also enable us to support many projects across the school including the recent purchase of a dock for access to Saltus Island, student breakout furniture, Cavendish, Upper Primary and Secondary staff room furniture. In the past we have also covered the purchase of furniture and fittings for collaborative workspaces in the Senior School, playground equipment, and the Saltus bus used to transport children around the island for field

trips and sports events, to name a few. The Saltus Association has donated over \$2.5 million since inception!

Building spirit, having fun and giving back brings us together!

## How can I get involved with the Saltus Association?

The SA plans events, but we would not be able to hold these events without the many teacher and parent volunteers who generously donate their time and expertise. The SA Executive Committee generally meets, via Zoom, on the first Friday of each month. If you would like to get involved or find out more, reach out to [pta@saltus.bm](mailto:pta@saltus.bm) or follow us on Facebook (@SaltusAssociation) and Instagram (@saltusassociation) where we post updates on upcoming events as well as pictures from recently held events!

For more information, visit:  
[www.saltus.bm/saltus-association-pta](http://www.saltus.bm/saltus-association-pta).

### Saltus Association Committee

President: Cortney Bernstein

Vice President: Michele Fischer

Treasurer: Tanya Copeland

Assistant Treasurer: Helen Cooze

Compliance Officer: Heather Cooper

Secretary: Jennifer Johnson-Porter

Marketing & Communications:  
Lucy Ching

Social Media: Clinisha Hayward

Lower Primary Representative:  
Val Horrobin

Upper Primary Representative:  
Melissa Mahabir

Middle School Representative:  
Shakia Webb

Senior School Representative:  
Michelle Dunleavy

## Saltus Alumni Make a Match.

Right now, every dollar you donate to the Alumni Scholarship Fund will be **doubled**.

It was the generosity of Saltus alumni that established the fund in 2018, and that spirit of giving back continues with this new challenge to fellow grads. Like you, the current students at Saltus are aspiring to do great things with their lives. There are so many highly gifted young people who would benefit from the unique education and community that Saltus offers. This Fund can be the key that unlocks those bright futures.

That's why your gift, no matter the size, will make a real difference in a child's life. And now, with the Saltus Match challenge, **every dollar will be doubled up to \$200,000**.

**Make Your Match.** [saltus.bm/match](http://saltus.bm/match)



**The 25<sup>th</sup> Annual Francis L. Stephenson Memorial Golf Tournament** was successfully held on Friday, 18th June, with blue skies and keen golfers.

We are very grateful for our continued partnership with our main sponsor, Freisenbruch-Meyer Group, and our many General Sponsors. Thanks to all the participants and our donors, we were able to donate \$30,339 to the Stephenson scholarship. Thank you!

**SAVE THE DATE: FRIDAY, 29<sup>TH</sup> APRIL 2022**



2021 Winning Team with a Net Score of 55.6  
L-R: Daymon Bean, Gary Mitchell, Ian Milne, Troy Bean



PE TEACHER | HEAD OF THE PHYSICAL EDUCATION DEPARTMENT  
HEAD OF THE SENIOR GRADUATE YEAR | DIRECTOR OF ALUMNI RELATIONS  
SOCIOLOGY TEACHER | EXAM OFFICER | PRIVACY OFFICER  
DEPUTY HEAD (ADVANCEMENT) | DEPUTY HEAD OF SCHOOL  
JON BEARD LOOKS BACK ON 45 YEARS

# THE FINAL TOUR

Jon Beard has been a key member of staff at Saltus since the day he first set foot on the campus at St. John's Road in 1977. At the time, Saltus was an independent all-boys school with staff housing on campus located in the Woodlands Building. Jon came to Bermuda with his wife Jennie who was also a teacher. Jennie Beard went on to become Deputy Head of Primary School at the Cavendish campus in 2002.

Much loved by current and former Saltus staff and students, Jon has embarked on his 'final tour' in 2022 with Alumni events scheduled in many locations. As a part of his farewell, he has agreed to participate in the oral archiving of the School's living history. The oral archiving project combines more than 40 interviews of past students and staff to help chronicle the history of one of Bermuda's longest standing educational institutions. Here is a snapshot of some of the stories Jon has to tell.





## WHERE IS BERMUDA?

I came to Saltus in September 1977. Prior to moving to Bermuda, I started teaching in Britain at a lovely school in the shadow of Malvern Hills, but the climate wasn't the world's best to be working in. The location of the school meant that there was a lot of rain and cold on a regular basis – to the extent that we couldn't get out onto the playing fields very often. As a Physical Education teacher, that meant we were in the gyms quite a lot of the time and I thought, 'that's not what I want.'

Also, Britain in that time, in the seventies, wasn't a great place to be. So, I thought, "okay, we'll get out of here at some stage, somehow." Then, I saw an advert for a job in Bermuda in the teaching papers. I thought, "I'm not too sure where Bermuda is, but it seems exotic! I wouldn't mind doing that." You couldn't Google it at the time, so I found an Atlas and found where Bermuda was. I put in an application for Saltus Grammar School and didn't think too much about it. Then I got this letter from Roy Haygarth, the Head of Saltus, asking if I would like to come for an interview in London? I spoke to my wife, Jennie, because I hadn't told her I was doing this!

Jennie thought this would be a great idea. So, we went for the interview and at that time I don't think I'd been to London except for once or twice, so the trip to London came as an adventure. We met with Roy, and he told us about the school and on the train home we were both talking about the meeting, and we didn't know! You know, you're young and stupid and you're working in your first school and you're quite enjoying it. Jennie was teaching as well, but Bermuda sounded like a fabulous place to go to. We didn't think too much more about it.

Then, at Easter, I was running a football trip in Belgium, and was sitting in the hotel with some of the other staff when

the manager of the hotel approached me and handed me a phone. There were no cellphones, so obviously it was a landline! I took the phone and Jennie said, "Mr. Haygarth's called, and they would like to offer you the job." I said, well, "I just don't know, I'm not sure if that's what I want to do." I went and sat back down in the lobby with the other teachers, and they wanted to know about the phone call. I said, "oh, I've been offered that job in Bermuda. I don't know if I want it" and they looked at me and said, "you must be stupid!" So, that took me all of a nanosecond to realise, yep – they're a hundred percent right...so I called Jennie back and said "if you can get hold of Mr. Haygarth, tell him yes!" So, that was Easter and then in September we were in Bermuda.

## COMMUNITY AT ITS BEST

When Jennie and I arrived in Bermuda, with Malcolm Durrant, Roy brought us to our apartment, which was the former art room – above the Upper Primary staff room. Today it is a Year 6 classroom, but that room back then had a big living room, a small kitchen, a dining room, and two small bedrooms.

I was there, Paul Galea who taught French lived below me, Francis L. Stephenson, who was the infamous deputy head lived across the courtyard, William “Bill” Duncan who was the Head of Music lived in what is now the Woodlands kitchen. Mark Beasley, a teacher at the Junior School, and his family lived at the Northern end of Woodlands and Rawden Walker, who was the Head of PE at the Junior School lived in what is now Deryn Lavell’s office. It was nice to have a community, only having left university two years before – it was like being back at university, which made the move a bit easier.

They all looked after Jennie and me, took us around everywhere, and got us

acclimated. We met a bunch of staff at a Trustees' function and a PTA function. We just generally got on with it because there was no COVID as there is nowadays to worry about. So, that was it – we hit the beaches and realised we were living in paradise! We never looked back!

## IT'S A LONG WAY UP

The Saltus campus looked very different 'back in the day.' Woodlands was staff accommodation, so people didn't come this far up. There'd been a fire in what is now the computer centre, above Alumni Hall and Alumni Hall was in fact the gym. We would have to move all the chairs from the hall to have PE and then we would have to put all the chairs back for assembly the next morning.

So that was the issue having PE inside, and the issue having PE outside was the heat and humidity! Obviously teaching outside in that weather was something I had never experienced before, and you got very tired very quickly. Oh, there was no air conditioning at that time! When you finished, you just sat. Yeah, you sat in the heat.

My office, if you could call it that, was where the tuck shop is now and the areas above it were the PE store rooms. I am not talking about the canteen on the field level, I am talking about the tuck shop by Alumni Hall! Down on the field, there was a shed that held the tractor, and a pavilion. What they told me once I got here was that I was responsible for marking and lining the fields. There were no groundsmen, so I had to mark the fields out for everything and put the goalposts and the nets up. There were times when I was actually cutting the field using a hand mower in the summer!

The only way down to the field, because there was no swimming pool and no gym, was to carry everything down the steps. You brought everything





down with you and then you had to carry everything back up again, and repeat! I was fortunate that when Roy Haygarth told me about the fire, he said that we were going to build a new gym. So, what was I, 24-years-old and he said 'design the gym!' So, I sat with Rawden Walker from the Junior School and we designed what we thought would fit in the space that they had. I had to outfit the gym, so I made some inquiries and went to Boston to meet people who did that type of thing. We got the gym outfitted; we had cricket nets, we had the first ever glass basketball backboards and bleachers upstairs. We opened it with a bit of fanfare and that was fun! Those were some of the very early days of being on campus.

## THE FINAL TOUR

Saltus is a great school and I have so many fond memories. The parents are really supportive, and the staff and students are tremendous! There were all sorts of fun times.

Recently, I was talking to some of the staff with whom I used to work, and they reminded me of times that I've forgotten. We used to have this tradition during the summer months whilst the students were all sitting exams in the penultimate week of term. We were given a day off to do our marking, but what used to happen was the staff would cram all their marking in beforehand. I remember that Derek Janes, Nigel Kermod, Richard Raistrick, and myself used to organise it so that we would all get the day off together and we would go out on Derek's or Nigel's boat to fish and sit off for the day. We would just relax, and it was absolutely hilarious! There was a place called Lantana, which sadly doesn't exist now. It was beautiful. We would go there for breakfast and just have a great day.

On sports tours, I've also had some wonderful laughs and some great times. The first tour in 1979, Malcolm Durrant and I took the team to England. As well as football, this involved such things as a trip down a coal mine! I was just talking to Tim Figureido and John Barry Nusum because they and Darrin Lewis who are all teaching here now all came on the tours as guests at one time. We were reflecting on the tours back then; Sean Goater came with us on one tour as well. So, there's been a lot, a lot of fun times! The nice thing about those tours is whenever I meet alums, they've still got great memories of those trips!

The best thing about the 'final tour' is definitely the stories that alum have to tell. They all want to talk about the teachers from their time at Saltus, and when you talk is when you remember that we did such and such! It really does bring it all back! You know, after 45 years, there's quite a few "do you remember so and so, and do you remember when this happened..." and then they tell you the truth about something that happened? You go, "oh, is that the way it went then!?"

But, I think it's also amazing for me to see how successful some of these students have become. Some will say they didn't like their time at Saltus, and others will share that they absolutely loved their time...you will always get that. I mean, everybody I went to school with wasn't in love with the school I went to, but when they tell you what they didn't like, I am able to say that it doesn't happen anymore. I think the alum just enjoy having the chance to talk about their time at Saltus as much as I do.

We still have a few more places to go on the tour – we still have the UK to tour. Interestingly, I was talking to someone who graduated last year, who was in California. It's great to keep the connection!

Saltus has a long history that has been shaped by Jon Beard and those like him who have dedicated their lives to the education of young men and women. When asked who the three most influential people that he has worked with during his time at Saltus, Mr. Beard shared the following:

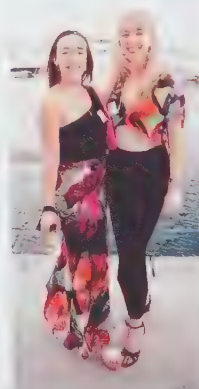
"That's pretty difficult because over the 45 years, there have been a lot of influential people, but I think the early years were the most influential ones. Roy Haygarth most certainly was an influential principal; he certainly was grounded. He did a lot for the school and opened my eyes to the way things should be done. Francis L. Stephenson also had a significant impact on me. Although he was probably coming towards the end of his time at Saltus, he was a stickler for detail. Despite what people say, he was very, very fair and things were super-organised. He showed me the importance of organisation. There are so many people I could mention, but I'm thinking of the early days, because that's what we've been talking about. William "Bill" Duncan, no doubt was one of the most wonderful people you could have met. He was so friendly and had a massive array of friends that you know if you went for dinner at Bill's, you'd have a very eclectic group of people. He was friends with Jenile and me, right until their deaths."

This is only a snippet of the stories shared by Jon and if you think you have been forgotten, you are most likely mistaken! His tour will continue through June 2022 and if you would like to contribute to a Memory Book for Jon, please share your stories and photographs by emailing [advancement@saltus.lm](mailto:advancement@saltus.lm). These stories and more are too good to be forgotten!

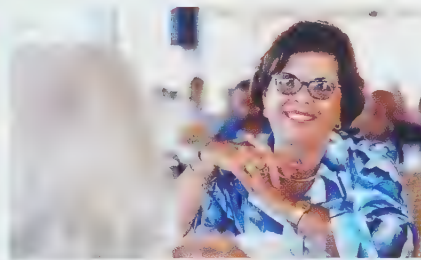




# ALUMNI EVENTS









# Alumni Review



We love to hear from our alumni and regularly share Class Notes in our bi-monthly e-Newsletter. To contribute your milestones, family updates, or the like, or to subscribe to our e-Newsletter, please email [advancement@saltus.bm](mailto:advancement@saltus.bm).

Here are just a few of our illustrious alumni highlights.

Photo taken at the Alumni of the Year Event at Hamilton Princess (June 2021)



## Kaden Hopkins '18

Kaden Hopkins continues to cycle around the world, racing nearly every weekend between March and October, having the opportunity to race throughout Spain, France and Portugal. Kaden represented Bermuda in the Vuelta Independencia in February 2021, where he won a stage, in Caribbean Elite Championships and the Pan American Championships, also in the Dominican Republic, the World Championships in Belgium, and in Guadeloupe riding with Dominican team Inteza in the Tour of Guadeloupe. His final race of the year was the Junior Pan American games in Cali Colombia, where he won Bermuda's first medal ever, with the cyclist claiming the Silver. Kaden will be returning to Equipo Essex in 2022.



## Jessica Lewis '11

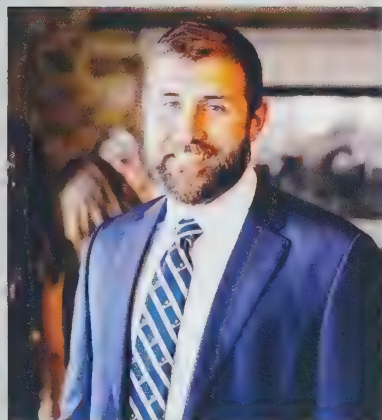
Paralympian Jessica Lewis has shown her country a stellar performance at the 2020 Paralympic Games held in August 2021 in Tokyo, Japan. Jessica continues to be the sole Para Athletic representative of Bermuda at World Championships and Paralympic Games since 2011. Well done Jessica for continuing to make Bermuda proud.





## Melanie Eddy '97

Independent jeweller Melanie Eddy, crafts unique hand-made jewellery out of precious metals in her London Studio. She specialises in tailoring pieces that combine traditional approaches with new age applications. Melanie's designs have been seen on the likes of Francesca Hayward, principal dancer for the Royal Ballet and featured in the November 2020 issue of *Vogue* where she was highlighted along with three other black UK-based jewellery designers. Most recently in September 2021, Melanie's jewellery was on show at a Sotheby's exhibit that highlighted prominent Black designers from around the world. *The New York Times*, *Vogue*, *Forbes* and other publications featured the exhibit. She then created a more affordable line which is on display and available locally for purchase at Tabs on Reid Street.



## Joshua Correia '06

Josh Correia is the site manager for the COVID-19 vaccine centre. Josh was integral to the team that developed the online training programme to onboard new vaccinators and is currently responsible for the day-to-day running of the centre. Additionally, Josh is the Head of Training for St. John's Ambulance Bermuda, where he is responsible for developing and improving the training programme volunteers undergo in order to provide medical coverage for the organisation. In October, Josh received his 12-year voluntary service medal for volunteering with St. John's Ambulance!

## Shanna Hollis '14

Shanna Hollis is an Art Teacher at Kaleidoscope Arts Foundation and an Entrepreneur running her own Graphic Design Business. Shanna, along with three other artists, participated in the Masterworks 441 Showcase. She and Kendra Earles also entered the Department of Culture Flora Duffy Mural Design Competition, where their design won. The 'Pop Art' style which features vibrant colours and shapes will be unveiled on the side of the General Post Office building in Hamilton.

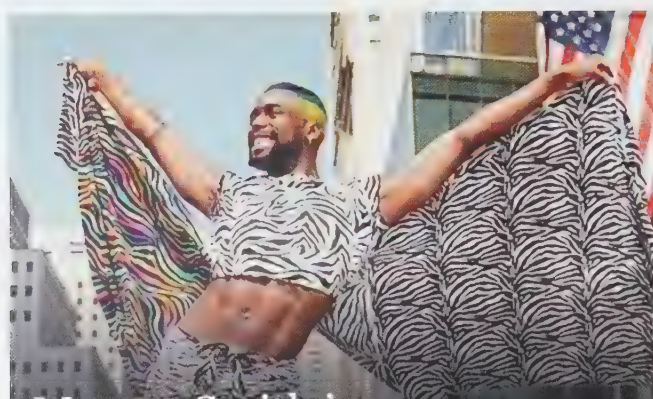


## Brian Morris '85

Brian Morris realised a dream in October 2021, when he played in the first two rounds of the PGA Tour event after receiving a sponsor's exemption. Brian has battled with cancer for over two years. For Brian, golf is a healthy escape from all his medical challenges. The alumnus of Saltus was introduced by former member of staff Malcolm Durrant on his first tee of the Butterfield Bermuda Championship. Brian, along with alums Michael Sims '97 and Damien Palanyandi '10 represented Bermuda and Saltus admirably.







## Marcus Smith '14

Marcus "Zebra" Smith continues to thrive as he makes his dreams come true in Manhattan. The performer has been busy on the scene in NYC since 2014 and has experienced much success throughout the years. During his time abroad, Marcus has mastered juggling many hats and is currently working on a show called *Bunnies in Space* in partnership with; *Rebirth of Rabbit's Foot*, Comedy Central and Netflix Astronomy Club at Powerstation. He is a regular stage "Kitten" and gogo dancer for "Rock Solid" and "Freaky Follies" burlesque shows and lastly, a brand ambassador for the new *Paw Patrol Movie* in Hudson Yards Mall. Marcus can be found in several music videos of his own, including "The Petals of Pride – A Highline Happening" on YouTube.



## Shiona Turini '98

With a decade-long career, Shiona Turini has made her presence known by dominating the fashion industry. The stylist, consultant and costume designer is abroad making her dreams a reality in Los Angeles. She has collaborated with a multitude of brands and her clients are the who's who of fashion, entertainment, beauty, and travel. Shiona continues to be known as a visionary behind fierce looks from HBO smash hit *Insecure*; Beyoncé's *Formation* video, 'Don't Touch My Hair' and 'Cranes in the Sky' to name a few. In December 2020 she was the focus of the "Money & Career" section of *Essence Magazine*. The magazine made Bermuda its focus in August 2021, in the travel section titled "The Black Girl's Guide To Bermuda." Keep a look out for what she has going on next as she continues to step into the limelight and put Bermuda in the spotlight!

# Milestones

## In Memoriam

Chaz Basden '10  
Amber Bridges '22  
Tommy Dickinson '54  
Brian Hall '58  
Dennis Joaquin '86  
James "Jim" Smith '55

## Next Generation

Cindy and Logan Alexander '04 – Elize Victoria Alexander  
Fasil Baia and Jules Oatley-Baia '00 – Sammi Mustapha Baia  
Amy and James Bergl '03 – Elle Machenzie Bergl  
Kim Caines-Best '02 – Micah Alexandra Best

Jill and Miles Brewer '08 – Paxton Thomas Brewer  
Ronnette and Aaron Burgess '05 – Aaron Marshall Burgess  
Alexandra and Andrew Cossar '99 – Adrianna Herzlinch Cossar  
Patrick and Katie Doyle '05 – Thomas James Doyle  
Sarah and Geoffrey Faiella '00 – John James Alexander Faiella  
Lewis Ferrett '05 and Kim Faiella Ferrett '06 – Islay Jean Ferrett  
Daniel Frith '96 – Aisla Sayuri Mutoh-Frith  
Waynette Hollis '03 – Zion Michael Amari  
Rachel Joy '09 – Ava Martha Joy Malcolm

Emma and Alexander Kirkland '01 – Owen Harold Kirkland  
Kayleigh and Alex Masters '03 – Sophia Isabella Rose Masters  
Jennifer and John Masters '05 – James John Robert Masters  
James and Kate Davidge Martin '07 – Conor Peter Martin  
Kyle McNeil '12 – Kyori Wilson-McNeil  
Maddy and Adam Petty '04 – Tucker  
Matthew Renaud and Emily Sheere '06 – Beau Xavier Sheere Renaud  
Johanna Traxel Silva '03 – Zealand  
Chelsea Todd '08 – Rome  
Kelsey Wotton '10 – Olivia

## Weddings

Marianna Russo and Jonathan Bath '06  
Rodrigo and Alexandra Domingues '00  
Cornell and Shaunte Fox '11  
Clare and Mo Hamza '97  
Claire and Stratton Hatfield '04  
Sophie and Kaelin Joseph '13  
Brian Faiella and Madison Mello '06  
Mikhaila and Kevin Simmons '09

For alumni activities and events, please visit [www.saltus.bm/alumni](http://www.saltus.bm/alumni)



## 1888 Legacy Society

## Henry Leaves His Mark

In 1974, I came back to Bermuda to start what was then known as Senior Year – SGY today – because I felt very strongly that Bermuda needed a programme through which students would graduate prepared for university from the same grade level as their counterparts worldwide.

Senior Year, SGY, and scholarships have provided many students with opportunities that they might not otherwise have had. We must continue to provide financial assistance so that the students in the decades to come will have access to a Saltus education. We must make this investment in the future of our youth.

Senior Year was the most important project that I undertook in my life. The continued success of Saltus is dependent upon financial aid from all parts of the economy and society.

By providing a donation through my estate through the **1888 Legacy Society**, I know that Saltus will continue to have a great impact on Bermuda's leadership. I encourage all members of the Saltus Family, Alum, current and former parents and staff, as well as friends of the school to make a planned gift to the 1888 Society. The impact will be ongoing and we can feel proud of what we have done and what the school will continue to accomplish.

Henry Ziegler

Since 1888, committed alumni, parents, trustees, and friends have supported Saltus and made philanthropic gifts to the School. The 1888 Legacy Society recognises those who choose to include Saltus in their estate plans. To learn more, please contact Denise McAdoo, Director of Advancement at [advancement@saltus.bm](mailto:advancement@saltus.bm) or 441-279-6172.

**Make a planned gift to the 1888 Legacy Society today.**



"Senior Year, SGY, and scholarships have provided many students with opportunities that they might not otherwise have had. We must continue to provide financial assistance so that the students in the decades to come will have access to a Saltus education. We must make this investment in the future of our youth."

**Henry Ziegler**

Saltus Faculty Member 1974–1979  
and 1888 Legacy Society Donor





# Alumni of the Year



## Michael Ashton '91

Dr. Michael Ashton was appointed Bermuda Hospital Board's Chief of Medicine in March 2016. He also serves as the Chairman of the BHB Pharmacy and Therapeutics Committee. His role includes working closely with the directors of each medical specialty including: Cardiology, Endocrinology, Neurology, Oncology and the Hospitalist programme. Dr. Ashton



joined BHB in November 2011 as an Infectious Diseases Specialist and Hospital Epidemiologist and is ABIM Board Certified in Internal Medicine and Infectious Diseases. Bermudian born, Dr. Ashton continued a family tradition of attending Saltus Grammar School. He fondly recalls volunteering as a librarian and working as a lab assistant in the chemistry lab.

He enjoyed science, music, track and cross-country when at Saltus. Dr. Ashton completed a Bachelor of Science and Pre-Med at McGill University, and Medical School at the University of Vermont. He sought further training in Primary Care and Internal Medicine as an Intern and Resident at Yale New Haven Hospital in Connecticut. He then completed Fellowship training in Infectious Diseases and Hospital Epidemiology at Yale New Haven Hospital. He takes care of patients with all types of infections and has been an advisor for COVID-19 management in the hospital and community. Dr. Ashton is a keen advocate for students in Bermuda gaining experience and opportunities in the healthcare professions.

## Meliseanna Gibbons '06

Dr. Meliseanna Gibbons is currently in her third and final year of Internal Medicine residency training at Wyckoff Heights Medical Center in Brooklyn NY. She has worked on the front lines at one of the COVID-19 epicentres since the pandemic reached the United States in March 2020. After graduating in June 2021, she will go on to work as an outpatient internist in Delaware. She



graduated from Grenada's St. George's University Medical School in January 2018 and prior to that graduated from La Sierra University, Riverside California with a Bachelor of Science in Pre-Med Psychobiology and a minor in music. During her time in college, she volunteered her services during a four-month medical mission trip to Pucallpa, a city in the Amazon Basin of Peru. Bermuda born,

Dr. Gibbons graduated from Saltus Grammar School in 2006 as Head Girl and fondly remembers her visits to Cavendish, being a part of the drama club, astronomy club, and concert band. While in Bermuda, she enjoyed many extracurricular activities including Ballet at the Somerset School of Dance, completing her Gold level from the Duke of Edinburgh Award Scheme, and being a member of the Bermuda National Youth Jazz Ensemble. Dr. Gibbons also attended the Bermuda Institute for Middle School and briefly in grade school. As a child, she and her family travelled as missionaries to Cameroon Central Africa for five and a half years during which time she learned French. Dr. Gibbons is dedicated to providing effective and holistic clinical care to underserved populations.

## Saltus Alum of the Year Award

Submit Your  
Nominations  
Today!

The Alum of the Year Award is the highest honour bestowed upon alumni of Saltus Grammar School and recognises an alumnus/a who has distinguished themselves throughout their time at Saltus and beyond.

Nominations submitted via email to [alumni@saltus.bm](mailto:alumni@saltus.bm) or [www.saltus.bm/alumni](http://www.saltus.bm/alumni) before 30th April 2022 will be considered. Please mark the 'subject' of the email Alum of the Year and include a brief statement of support stating the reason for the nomination, nominees name and graduation class of.

Visit [www.saltus.bm/alumni](http://www.saltus.bm/alumni) for more information.

We enjoy hearing from our alumni and sharing your news whenever we can. Please continue to share via our alumni Facebook page, or send us stories of your adventures, milestones and accomplishments at [alumni@saltus.bm](mailto:alumni@saltus.bm).

For alumni activities and events, please visit:  
[www.saltus.bm/alumni](http://www.saltus.bm/alumni)









# The Sky's the Limit

Nothing beats the look of amazement on a student's face when they discover something new. At Saltus, we challenge our students to become leaders; to develop a collaborative, communicative, fair and supportive mindset. From Foundation Year through to Graduation, our approach to learning embraces each students' potential as learners, as human beings, and as ethical members of a global community.

**Discover the Saltus Difference.** [www.saltus.bm](http://www.saltus.bm)

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**SALTUS**  
Prepare to meet the world.